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AUTHOR Ruthsdotter, Mary, Ed.; Eisenberg, Bonnie, Ed.
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ABSTRACT

This curriculum guide is designed to facilitate teachers' first efforts to introduce information about women in U.S. history. The guide promotes a multicultural awareness of women's history beginning with the Native Americans and proceeding to current issues of diversity. Activities are divided for grades 1-6 and 7-12 but may be adapted as appropriate. Activities for grades 1-6 include a play about the life of Maria Tallchief; biographies of Susan B. Anthony, Elizabeth Cady Stanton, Jade Snow Wong, Dolores Huerta, Mary McLeod Bethune, and Harriet Tubman that can be read and used for class discussions and projects; cut-out puppets of the above women; and a "She Did It" wordsearch puzzle. Activities for grades 7-12 include Women's History news reports; research on Women and Work; a poster design contest; a family history; a mock trial for Susan B. Anthony; a dramatic re-enactment of Sojourner Truth's 1851 speech; and a Women's History biography study. Specific strategies for implementation of a women's history focus in the classroom are offered, as well as resource information and addresses of where to receive additional help on the topic. (EH)

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WOMEN'S HISTORY

Curriculum Guide

SO 026 153

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National Women's History Project
7738 Bell Road, Windsor, CA 95492-8518
707-838-6000 Fax: 707-838-0478

Dear Educators,

The materials in this guide, designed for elementary and secondary level use, have been assembled to facilitate teachers' first efforts at introducing information about women in U.S. history. We hope you will find these introductory ideas stimulating to use.

From the beginning, starting with Native American cultures, women have made contributions that have critically impacted the development of the United States. The study of women's history provides a means of discovering what these contributions have been and what effects they have had on our lives today.

Academic reviews have shown that in the most often used, current history textbooks less than 11% of the images of and references to specific persons deal with women. This distorted version of history portrays women as passive non-participants in the events of the world. National Women's History Month provides a positive model to reclaim women's place in school curricula and community consciousness.

To our great delight, celebrations of National Women's History Month in schools and communities throughout the nation have been successful in terms of developing new perspectives about the history of this country. Teachers are quite enthusiastic about celebrating National Women's History Month and including women in the curriculum throughout the year. Many educators have reported a perceptible increase in girls' self-esteem and boys' respect for women as a result of this new emphasis.

Special thanks are given to the Multi-cultural/Multi-ethnic Women's Studies Program of the Berkeley Unified School District for the materials they have allowed us to reprint here, and to the Education Task Force of the Sonoma County (Calif.) Commission on the Status of Women for their initial assistance and support for the *first* Women's History celebration in 1978.

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The National Women's History Project

Mary Ruthsdotter &
Bonnie Eisenberg, Editors

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"We speak of growing up as if we did it in one direction. We remember the ladder of hatchmarks on some childhood wall that proved how far we had come since the last time we stood, straining to be tall, and heard the pencil scratch a verdict on progress behind our heads. We were asked what we wanted to be when we grew up, as if that ladder of dated lines led directly to an adult identity, a place at which we would arrive.

The truth is much less tidy. As grown women, we look at pictures of the little girls we were, reclaiming the selves we outgrew. From the corners of our eyes, we see the women we admired who cheered us, warned us, prodded us to grow. We knew them from the family and the neighborhood; we claimed them from history books, novels, movies, gossip and legend. They were the people we sought out and the people we pretended to be, trying them out for size.

We grow in spirals, circling the past and moving toward the possible, nurtured by ideas and insights as much as by healthy breakfasts. We grow because someone we meet in a book or on the job or in a chance encounter pushes us past our easy certainties and expands the scope of our vision.

Our heroines broaden the base of our becoming, speak our imagination and encourage our commitment to do more than the expected, to be all that we can dream. We need to celebrate those whose names we have known since childhood. We need to discover those who have been hidden from history and those whose good work is now in progress. For our heroines inspire us to continue growing, not in size, but in stature, not in one direction, but in many dimensions."

Andrea Fleck Clardy

Heroines '84

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Congressional Resolution Designating the Month of March as "Women's History Month"

Whereas American women of every race, class, and ethnic background have made historic contributions to the growth and strength of our Nation in countless recorded and unrecorded ways;

Whereas American women have played and continue to play a critical economic, cultural, and social role in every sphere of the life of the Nation by constituting a significant portion of the labor force working inside and outside of the home;

Whereas American women have played a unique role throughout the history of the Nation by providing the majority of the volunteer labor force of the Nation;

Whereas American women were particularly important in the establishment of early charitable, philanthropic, and cultural institutions in our Nation;

Whereas American women of every race, class, and ethnic background served as early leaders in the forefront of every major progressive social change movement;

Whereas American women have been leaders, not only in securing their own rights of suffrage and equal opportunity, but also in the abolitionist movement, the emancipation movement, the industrial labor movement, the civil rights movement, and other movements, especially the peace movement, which create a more fair and just society for all; and

Whereas despite these contributions, the role of American women in history has been consistently overlooked and undervalued, in the literature, teaching and study of American history:

Now, therefore, be it resolved by the Senate and House of Representatives of the United States of America in Congress assembled, that March is designated as "Women's History Month," and the President is authorized and requested to issue a proclamation for each of these months, calling upon the people of the United States to observe that month with appropriate programs, ceremonies, and activities.

This resolution was passed by Congress in 1987 and successive years.
For more information on National Women's History Month, contac:
National Women's History Project
7738 Bell Road, Windsor, CA 95492
707-838-6000

March is National Women's History Month

The purpose of National Women's History Month is to raise the awareness of students and adults, female and male, regarding the wealth of multicultural women's history that has been left out of the standard history texts used in most schools.

Women's history is a whole new way of looking at the events and individuals who have made this country what it is today. The inclusion of information about the lives and accomplishments of individual women, women's history events, and the issues and concerns women have addressed throughout the history of this nation brings into focus another side of American life, filled with images to which girls and boys, women and men can relate.

History, as it has traditionally been taught, focuses on the political, military and economic events of the times, ignoging the activities and contributions of women, people of color, and most of America's ordinary citizens. Most girls find this telling of history to be remote and lifeless, a tale with little bearing on their own lives. By expanding the focus of what we teach to include multicultural women's history, we give students an understanding and appreciation of American history that lasts longer and has more relevance to real life.

Ideally, women's history should be included in all areas of the curriculum throughout the year. Celebrating National Women's History Month each March should not be used as an excuse for ignoring the contributions and perspectives of women for the rest of the year. However, we must begin somewhere, and the observance of National Women's History Month will give your class an opportunity to investigate the many aspects of women's contributions to American life.

Suggested Topics

1. The National Women's History Month Annual Theme

Each year a theme is chosen to focus the celebration of National Women's History Month on a particular aspect of women's history. The commemorative poster for each year, produced by the National Women's History Project, usually features specific women who are representative of that theme. Use the idea expressed in the theme or the specific women pictured on the poster as a starting point for your class' study of women in history.

2. Outstanding Women in U.S. History

Before beginning a study of the prominent women in U.S. history, it will be enlightening to conduct a classroom discussion of what it means to be "historically significant." Have your class develop a list of criteria for why a person should be remembered in our history books. Have the class brainstorm to identify at least 20 women who meet these criteria. Be sure your list includes women from a variety of cultures within the U.S. and from various fields of endeavor. It will probably be difficult for your students to identify that many women. Design a research project using this list. (See "Women's History Reference Books," p. 52 and "Biographical Information Sources," p. 54, for books containing biographies of women.)

3. Prominent Women in Your Own Community or State

Using your local newspapers, libraries, historical societies and museums, develop a list and research women who have been historically significant in your own community or state. Start at the beginning. Who were the Native American women in your area? What roles did women play in the early history of your state? How did local newspapers report on the activities of women 100 or 50 years ago? Who are the women making history today? Newspapers, magazines, historical societies, local museums, and oral histories will be good sources for information on such women.

4. Women in Specific Periods of U.S. History

Focus on the roles and obstacles that defined women's lives in various time periods of U.S. history such as: Pre-Colonial, Colonial, Post-Revolutionary, Civil War/Reconstruction, Westward Expansion,

Industrial Revolution, Progressive Era, the Great Depression, World War II, Post-War Era, the Civil Rights Era, or Contemporary America. How were women's lives different in these various time periods? What were the prevailing ideas about women's roles in these different time periods? Be sure to differentiate factors of geographic region, socioeconomic class, ethnicity and race when discussing women's lives.

5. Women of Diverse Cultures

When exploring the lives and contributions of women, it is important to include the perspectives of women from all cultural groups within the U.S., exploring the richness of our nation's cultural diversity. In what ways have race, ethnic background, and national origin shaped women's lives? What laws or attitudes have particularly affected women of color? What factors have affected the employment patterns of women from various ethnic groups? Are there differences in family structure, attitudes toward women's roles, or attitudes regarding education for women among various cultural groups?

6. Women's Work

Women have always worked, both within their homes and outside of them. Focus on both women in the paid work force and the changing nature of women's work within the home. How have women's occupations changed or expanded during various periods of U.S. history? How has women's work outside the home been influenced by national crises and the changing economy? What factors have kept women out of the paid labor force? What roles have women played in the organized labor movement? How is women's participation in the paid labor force changing today? What have been the major changes affecting the nature of women's work within the home?

7. Women and the Arts

During the past twenty years there has been a national re-examination of the contributions of women in the areas of dance, literature, art, poetry, films and music. NWHM is the perfect time to expand your familiarity with women's contributions to the arts. Why have women authors often used male pen names? Why has so little recognition been given to the work of women artists until now? What is meant by the phrase, "Anonymous was a woman"? Who are the prominent women artists in various fields historically and presently?

8. Women in Science and Mathematics

We have all heard of Marie Curie and Sally Ride, but beyond them, which women scientists have received the recognition their work deserves? Many excellent reference books and display materials on women in science and mathematics are now available. Role models for young girls interested in science careers can be found in our local communities as well as in these publications. A little creative thinking will reveal a number of ways to locate and bring to the attention of your class the many contributions women have made to the advancement of our scientific knowledge in fields ranging from geology to animal behavior, astronomy to bacteriology.

9. Women in Sports

There have been many fine examples of women's accomplishments in sports since women have been allowed more freedom to engage in vigorous physical activities. How have prevailing attitudes regarding women and physical activity affected women's past involvement in sports? How have these attitudes changed in recent decades? Who are the women sports heroes in various fields today? In which sports are women in your community participating?

10. Women in Politics

The first organized women's movement in this country began in Seneca Falls, New York, in 1848. While the movement was initially concerned with equal rights in many areas of life, its focus soon narrowed to obtaining the right to vote. It is essential for students to have an understanding of the 19th century woman suffrage movement in order to understand the role of women in politics today. What is the history of women obtaining the right to vote in your state? Significant numbers of women are now seeking and being elected to local and state offices. What obstacles have been faced by women entering politics? Historically, what roles have women played in government, within political parties, and within the context of movements for social change? Who are the women active in politics today in your state?

International Women's Day

International Women's Day is observed by feminists all over the world on March 8, but is an official holiday only in China and Russia. It originated in the United States when, in response to women's demands, the Socialist Party recommended that the last Sunday in February be set aside for the purpose of demonstrations for women's suffrage. This American Women's Day (February 28, 1909) caught the attention of feminists and socialists worldwide and, in 1910, was recognized at the Second Conference of Socialist Women in Copenhagen. At that conference, Clara Zetkin proposed to internationalize the American experience and called for March 8 to become International Women's Day, with the slogan of "universal suffrage."

From 1911 until the celebration was brought to a halt in 1915 by World War I, women's parades and demonstrations were organized in many European cities. The Russian Revolution began on International Women's Day (March 8, 1917 — or, by the old calendar, February 23) with mass demonstrations and food protests launched by women and children. In Britain, International Women's Day did not become an annual event until after World War II. Americans did not recognize the new date and international status of the day until 1916 — and then it was celebrated only sporadically, and died out altogether by the end of the 1930s. However, the birth of the Women's Liberation Movement in the late 1960s revived interest, and in the 1970s, International Women's Day was celebrated more widely than ever before. In 1978, it became the focus of the first Women's History Week celebration in the United States, and was also included that year in the list of holidays officially recognized by the United Nations. *(Encyclopedia of Feminism)*

The International Women's Day poster, designed by Lark Lucas, is available from the National Women's History Project; see page 57.

Activities for Grades K-6

1. Have students read short biographies of women in U.S. history. Have each student create a diorama, design a poster, or make a mask, puppet or costume representing one woman who especially captures her/his interest. Have each student do an explanatory presentation to the class about that person. Gather all the dioramas or posters together to form the beginnings of a school "women's history museum" in your classroom on in the library. Invite other classes to visit the exhibit, and have your class lead the tour.

2. Arrange for a storyteller or parent to dress in appropriate costume and circulate throughout your school, telling stories about American women of the past. As a language arts exercise, the students might ask her about the women, transcribing her responses for a class report.

3. Discuss with your class the daily needs of a family for food, soap, indoor lighting, clean clothing, and heat. How were these things obtained by families in America 100 or 150 years ago? Whose job was it to see that the family was kept fed, clothed, healthy and warm? Try your hand at weaving cloth, sewing a simple garment by hand, baking bread, churning butter, etc. Calculate how often these domestic chores would have to be undertaken to supply the daily, weekly, and annual needs of a family with eight children. Calculate how many hours a day women worked on such household tasks.

4. Observe the birthdays of our nation's foremothers throughout the year as you do for our forefathers — with special bulletin boards, classroom lessons, art projects, films, stories, skits, etc. Birthday cakes decorated by the students to represent the life work of the birthday woman add to the impact and sense of her importance, of course! (See "Celebrate Women!" poster, p. 56)

5. Announce a shoebox float contest and hold a miniature parade with a women's history theme. A student committee can design, make and present ribbons to all participants and announce each float during the parade. Possible themes: women in sports, women organizing for the right to vote, American Indian and colonial women's work to provide for their families, women during World War II.

6. Invite a woman working in a nontraditional job to share her experiences with your class. In advance, have the students prepare interview questions to ask her about the training her job required, what got her interested in this kind of work initially, what she especially likes about the work she does now, what its drawbacks are for her, and what her future plans are for her working life. You might set the actual visit up like a game, "Twenty Questions," having the students ask indirect questions to figure out what kind of work the woman does.

7. Read a story to the class about a significant woman in history. Have each student design a quilt square on construction paper, representing some important event or accomplishment in her life. Piece together the squares, with a solid color background, to make a class quilt telling the story of the woman's life. Invite other classes to do similar projects, and hang them all in the cafeteria or library as part of your National Women's History Month celebration or parents' night event.

8. By learning about the lives of women, we can gain a better understanding of our society. Brainstorm with your class to develop a list of questions they would like to ask an aunt, their mother, or the woman who raised them, about her life. Organize the questions into topics or clusters, developing an appropriate questionnaire, being careful to avoid questions that can be answered simply "yes" or "no." Practice conducting an oral history interview and recording the answers. Have each student write a short biography of the woman she/he interviewed, to be read to the class. Use the stories to discuss the similarities and differences between women's life experiences.

9. Create a Women's Hall of Fame, focusing on your own community or including the entire country. Have students look through the newspapers and magazines their parents or neighbors receive to find captioned photos about the accomplishments and activities of women today. Collect the photos for several weeks or months so you will have lots to choose from in creating your Women's Hall of Fame. Use a collage or a more structured approach to mounting the pictures for a special bulletin board display. Have students vote on their favorites, and induct them into your Hall of Fame.

Play: "Maria Tallchief:
Firebird of the Osage Tribe"

Cast of Characters:
Narrator

Ruth Porter Tallchief - mother

Alexander Tallchief - father

Ernest Belcher - Marie's dance teacher

Elizabeth Marie Tallchief (Betty Marie)

High school teacher

Sergei Denham- dance company director

ACT I

Narrator: Ki He Kah Stah means "the tall chiefs" in the Osage (O-sage) Indian language. Maria Tallchief, America's greatest ballerina, was born on the Osage Reservation in Oklahoma on January 24, 1925. Her parents were Alexander Tallchief, a full-blooded Osage Indian, and Ruth Porter Tallchief, who was Scottish and Irish. They named their first daughter Elizabeth Marie. She had an older brother named Gerald and a younger sister named Marjorie.

Ruth: Alexander, where have you and Gerald been today?

Alexander: I've been teaching Gerald to ride.

Ruth: That sounds fine. I really wanted to talk to you about Betty Marie and Marjorie. I'd like them to study music and dancing.

Alexander: If that's what you want, go ahead. Are you sure it won't be too much for the girls? They're still almost babies.

Ruth: Well, I expect them to work hard at it. I know they can do it. Betty Marie can already pick out a tune on the piano and she's only three years old! Maybe she would like to be a pianist when she grows up. I can imagine her playing in concerts all over the world.

ACT II

Narrator: When Betty Marie was four years old, she began to take ballet lessons once a week. Her teacher saw that she was smart and that she paid attention. The teacher taught Betty Marie to jump and leap and spin. Later she taught her to dance on the tips of her toes. When Betty was eight, Ruth and Alexander moved their family to Los Angeles, where the girls could study with better music and dance teachers. This is what happened on Betty Marie's first day with her new dance teacher, Ernest Belcher.
(Betty Marie twirls and dances on her toes.)

Mr. Belcher *(horrified)*: Betty Marie! Is this the way you've been trained to dance?

Betty Marie *(frightened)*: Yes, sir.

Mr. Belcher: I'm surprised you haven't hurt your back or your feet. You're much too young to be doing this! If you really want to dance, you will have to start all over from the beginning again. No toe shoes, no fancy stuff, and no performing.

Betty Marie *(sad and disappointed)*: Oh. Mr. Belcher, I really do love to dance. I want to take ballet lessons from you, even if I do have to start all over. I'll work to do it right.

Narrator: Betty Marie began working with Mr. Belcher. This time, she began with simple exercises and steps. Her mother thought dancing was wonderful, but she still dreamed of Betty Marie becoming a concert pianist. So Betty Marie worked hard at both. Every day, she practiced the piano for several hours and she took a two-hour ballet class.

ACT III

Narrator: Betty Marie is now in high school.

Teacher: All right class, we are going to do a writing assignment today. I want each of you to write about what you want to do when you grow up. Think about what you are good at now, what you enjoy doing, what you'd like to learn to do even better, and whether you would want to do it for a living. Does anyone have any ideas? *(pause)* Betty Marie?

Betty Marie: I'm not sure. I've been studying ballet and piano for a long time now. Sometimes I give piano recitals, which I really enjoy. But I've also started studying ballet with Madame Nijinska, the great Russian teacher. I know I won't be able to continue to do both much longer. But I just can't decide.

Teacher: That does sound like a hard choice, Betty Marie. I do know that whatever you decide on, you will succeed.

Narrator: Betty Marie was finally able to decide. Madame Nijinska gave her a leading part in one of her ballets. Betty Marie felt so strong and free as she danced that she knew ballet was her choice. When Betty Marie finished high school, she went to New York to study with a ballet company. Ballet life was exciting and hard work. Betty Marie was often lonely and tired. She practiced for many hours every day. Soon the director of the company asked her to be a member of the company!

Mr. Denham: Betty Marie, you've really proven yourself. We'd be very proud if you would join our dance company.

Betty Marie: Thank you! I've worked very hard for this. It would be an honor for me.

Mr. Denham: You'll need a stage name. How about Maria? But Maria what?

Betty Marie: I'd like to be known as Maria Tallchief. I'm an Osage Indian and I'm proud of my last name.

Mr. Denham: Okay, Maria Tallchief. I'm sure the Osage people will be proud of you, too.

Narrator: Maria Tallchief went on to dance with several companies. A beautiful ballet was written just for her; it was called "Firebird." In it, Maria danced the part of a beautiful wild bird with magical powers. Everyone who watched her dance the part knew right away that Maria Tallchief was one of the best ballerinas in the world.

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Maria Tallchief Activities:

A. Present the play.

After the class reads the play together, the students can choose parts, rehearse and present the play. Some classes might prefer to use puppets to represent the characters.

B. Make dioramas using shoeboxes, colored and white paper, crayons or felt pens, and glue.

1. Choose your favorite act in the play. Think about who is in it and what the stage should look like.
2. Use your materials to make the stage set. Be sure to put some people and things in the front part of the stage and some in the back part.
3. When you are finished write a description of what is happening on your stage. Attach the description to the diorama for displayed.

Susan B. Anthony and Elizabeth Cady Stanton

When Susan B. Anthony and Elizabeth Cady Stanton were children, little girls were expected to be shy and quiet. Active playing was thought to be unladylike and it was difficult because of the elaborate clothing young girls wore. Girls wore a stiff corset, long drawers, petticoats, a high-necked dress with long sleeves, high-top boots, and a long, full skirt! Imagine how uncomfortable they must have been!

Susan B. Anthony grew up in a Quaker family where social issues were talked about a lot. Her family was very much against slavery. Susan developed a strong sense of justice at a very early age. As a child, Susan was unhappy to learn that women didn't have any legal rights. For instance, when a woman married, her money and property were controlled by her husband. Susan thought the laws that denied a married woman the right to the money she earned and to her own property were unjust.

At the age of 17, Susan went to work as a teacher. She was angry when she was offered only half of the salary paid to the previous male teacher. Women were expected to work for much less than men, even if they were doing the very same job. Another situation which bothered Susan very much happened at a teachers' convention she attended. Only the male teachers were allowed to vote on important decisions. Susan knew these things were unfair. She spent her entire adult life working to build a more fair society.

Elizabeth Cady Stanton's father was a judge. Elizabeth grew up with several sisters in a wealthy home in New York State. Her only brother died when he was young. Elizabeth's father was very upset by this loss. It seemed that nothing any of the girls did could ever make up to their father for the fact that he now had no son. Elizabeth wrote:

> *"I tried to comfort him by telling him I had joined a class of boys at the Academy to study Latin, mathematics and Greek. I jumped across all the ditches and fences, and longed to hear my father say, 'Well, a girl is as good as a boy, after all.' But he never did."*

As she grew up, Elizabeth became more and more upset about the restrictions and unfair treatment girls and women had to live with.

Elizabeth married Henry Stanton, who was well known for his work to end slavery. On their honeymoon, they attended the World Anti-Slavery Convention, in London, England. At that meeting Elizabeth met Lucretia Mott, who had helped start the Philadelphia Female Anti-Slavery Society, and several other women who were official delegates to the convention. Imagine how angry these women were when they were told to sit in a special section at the back of the room and were not allowed to speak or be a part of any of the business of the meeting — just because they were women! They hadn't expected the men who were so concerned about freedom and justice for Black men to act as if it was perfectly all right to treat women in an unequal manner.

Several years later, Lucretia Mott and Elizabeth Cady Stanton thought the time had come for women to begin to demand equal rights for themselves, too. They decided to call a women's meeting, and began their planning.

On July 19, 1848, the first Women's Rights Convention was held in Seneca Falls, New York. Over three hundred women and men came from miles around. Elizabeth Cady Stanton read the "Declaration of Sentiments" which she had written. *"We hold these truths to be self-evident: that all men and women are created equal..."* The "Declaration of Sentiments" listed many injustices she felt women faced in their everyday lives. Most of the people at the meeting agreed with her ideas. The most controversial of all the statements was the one calling for women's right to vote in government elections. Many of the people at the meeting thought this was too radical an idea. But, with the support of Frederick Douglass, the great Black leader who had come to the meeting to support the idea of women's rights, that resolution was approved by the group, too. For most of the women at the Seneca Falls Convention, the right to vote was not as important as the other issues addressed by the "Declaration of Sentiments" — an equal right to a free education, equal pay for equal work, freedom to enter all fields of activity, the right to own property and be guardians of their own children, and the right to speak whenever and wherever they chose.

A few years later, Susan B. Anthony and Elizabeth Cady Stanton met at the home of a friend. They liked each other right away. Although Susan was spending most of her time and energy in antislavery and anti-alcohol work, Elizabeth Stanton soon convinced her to work for the cause of women's rights instead.

Combining their talents, these two women worked together for over 50 years. Writing came easily to Elizabeth. Susan was great as a public speaker, had lots of energy and was a good organizer. As a single woman Susan had the free time needed for the work they had to do. She could provide the drive and energy both women needed to accomplish their goals. Susan often stayed at the Stanton home, very much a part of Elizabeth's large family. Stanton's family provided company for Susan and she helped out around the house. With Susan taking care of the Stanton household, Elizabeth had time to write speeches and develop the ideas for the women's movement. Susan provided her with the facts and the statistics, and then traveled around the country delivering Elizabeth's speeches and starting local organizations to work for women's rights.

Susan traveled everywhere and in all kinds of weather. Even on the coldest days of winter, with the temperature well below zero, she would still be out speaking, collecting signatures on a petition, trying to change one state law or another which treated women unfairly. She became so well known that girls who stood up for themselves were called "Susan Bs." Whether people agreed with her or not, Susan B. Anthony became the best known woman in the country.

In Susan B. Anthony's honor, the Nineteenth Amendment to the Constitution, giving women the right to vote, was called the "Anthony Amendment." Neither Anthony nor Stanton lived to see it finally pass in 1920.

Susan B. Anthony and Elizabeth Cady Stanton
Recall and Discussion Questions:

1. When Elizabeth and Susan were young, how were girls supposed to act and dress? Are girls still expected to act that way today? Why do you suppose our attitudes about girls have changed?

2. When Susan was a young woman, what kinds of situations did she encounter that she thought were unfair? Do these things seem fair or unfair to you? Do these kinds of situations still exist today?

3. What were the various issues raised by the women at the Seneca Falls Convention? Which ones did the women attending the convention think were the most important? Which ones do you think are the most important?

4. Susan B. Anthony and many of the women who had been working to end the slavery of African Americans saw a similarity between slavery and the legal status of women at that time. Do you think that being a woman without any rights is similar to being a slave? What are the similarities? What are the differences?

5. How did Susan B. Anthony and Elizabeth Cady Stanton work together for women's rights? Were their efforts successful?

Jade Snow Wong

At the turn of the twentieth century, San Francisco's busy Chinatown probably looked very much like old China. A small area with narrow streets, Chinatown was home to thousands of newly arrived Chinese. In this part of town, everyone spoke Chinese, and the customs and religion of China were still practiced. One of the families living in Chinatown was the Wong family. Shortly after the family came to America, a fifth daughter was born. She was named Jade Snow.

Jade Snow Wong was to become a famous artist, potter, and writer. In her book, *Fifth Chinese Daughter*, Jade Snow Wong tells her story of growing up between the ideas of her family's old world in China, and those of their new world in the United States. She says she had an even harder time because she was female. When she was very young, Jade Snow realized that *"she was a girl, and, like her younger sister, was unalterably less significant than any son in their family."* Her father rejoiced at the birth of a son saying: *"At last we have the happiness of another son to carry on the Wong name."*

According to Chinese custom, when a girl married she left her parents' home and went to live with her new husband's family. There, the new bride wase treated as a servant by her husband's mother. Jade Snow noticed that at her sister's wedding the bride was not wished happiness – the new in-laws were!

Jade Snow's family ran one of the many garment shops in Chinatown. These shops were small factories where women sewed clothes. Women often worked from six or seven in the morning until late at night. Since the shop was attached to their home, the Wongs' home life and work life were mixed together. In the morning, Jade Snow's mother prepared breakfast for the family – rice, a green vegetable or soup, and meat or fish. For the rest of the day her mother worked at a sewing machine while her grandmother took care of the Wong children.

As she grew older, Jade Snow stayed close to home. She played hide-and-seek around the high bundles of cloth, with the children of the other workers. Sometimes Jade Snow talked with the women as they worked. Her only trips away from the block where she lived were made with her father. They used a bright red wheelbarrow to carry materials to women who worked in their own homes.

Jade Snow's childhood was full and busy in Chinatown. There was Chinese New Year with its week of cleaning house, making special foods and visiting with friends. There was fishing from the piers on the waterfront, learning how to buy and cook food, playing games with Grandmother, and listening to her stories from a world she called "back home in China."

School also took up much of Jade Snow's time. From age eight, she went to a Chinese school after her regular public school. There she learned Chinese poetry, geography and language. Jade Snow had to pay particular attention at the Chinese school because her father always had her repeat her lessons aloud to him when she got home.

As Jade Snow Wong grew up, she had more contact with the world outside of Chinatown. She began to feel pulled in two different directions. She wanted to be an independent person but her parents wanted their daughter to be a "proper Chinese woman." Chinese women were supposed to serve others and not think about their own needs or wishes.

When Jade Snow told her parents she wanted to go to college, they said that there was only enough money to send her brothers. Jade Snow wanted more from her life than she saw her mother having. She felt she could not accept the custom of giving everything to the sons and nothing to the daughters. *"Perhaps I don't want to marry just to raise sons! Perhaps I have a right to want more than sons!"* She had to work many long hours at low-paying jobs to earn the money to go to school. But, she knew she had to get an education if she was going to have the kind of life she wanted.

Jade Snow won a scholarship and went to Mills College. There, many important things happened to her. One was that she began to work with clay. Through her pottery she learned to express herself in an art form that she loved. She also learned to express her feelings about her Chinese heritage, especially the art and beauty of fine, handmade Chinese ceramics.

Eventually Jade Snow Wong started her own pottery business in San Francisco's Chinatown. She did that after one of her bosses told her that, as a woman, she would never earn as much as a man. That made her angry, so what did she do? She opened her own shop where she would be her own boss. At first the people of Chinatown laughed at Jade Snow for making pottery and working on her own. But she earned their respect as she became famous for her artwork.

Jade Snow Wong had a strong belief in herself and a desire to do her best in everything. She did what she wanted to do with her life. What would you like to do with your life?

Jade Snow Wong Discussion Questions:

1. Ask students what kind of work they want to do when they grow up. Make a list on the blackboard of the careers they mention. Is there a difference between the career choices of the girls and those of the boys? If there is, take time to discuss the widening field of possibilities for each of us.

2. List several examples Jade Snow Wong gives to show how boys were favored over girls in her family. Is this true in your family? In your friends' families? In your school? Do you see any ways that girls are favored over boys?

3. Why did Jade Snow Wong fight so hard to be independent and to live her life the way she wanted? Was she right to disobey her parents? What would you have done if you had been Jade Snow Wong?

4. Do you think that daughters of immigrant families today have problems similar to those Jade Snow Wong had many years ago? Explain your answer.

Dolores Huerta

Dolores Huerta is best known for her work with the United Farm Workers Union. As vice-president of the union, she sometimes has to work as many as 18 hours a day. Sometimes she works in her office in Delano, California. Other times she might be speaking at a farm workers' rally, working on contracts with the growers, or traveling to other states to get support for the migrant farm workers in California, most of whom are Mexican Americans. Even though Dolores is the vice president of the union, she is paid the same small salary the union farm workers get.

Dolores Huerta was born in Stockton, California. Her family had come to California from New Mexico to find work and a better life. Her father worked as a farm laborer when Dolores was young. She had a good chance to see how difficult the life of a farm worker can be. Her father would leave the house very early in the morning. Often he would not return home until late at night. Her mother worked in a fruit-canning plant. Managing her money very carefully, Dolores' mother was able to buy a small hotel in Stockton, which she ran with the help of her children.

As a young woman, Dolores was able to attend college. She got married and had several children. She taught school for a year in Stockton, but then she decided that there was other work that she could do to help make life better for Mexican-American farm workers. *"I realized one day that as a teacher I couldn't do anything for the kids who came to school barefoot and hungry,"* she said. She began organizing for better working and living conditions for all farm workers.

In 1962, Dolores was asked by Cesar Chavez, president of the United Farm Workers, to come to work full-time for the union. This was a difficult decision for her to make. It meant packing up her seven children and moving to Delano, California, about 200 miles to the south. But she decided that this important work must be done, so she said "yes."

In her new job, Dolores traveled through the farm areas of California's Central Valley, talking to farm workers about joining the United Farm Workers Union so they could have more say about their working and living conditions. Most farm workers are migrants, which means that they move from one place to another as the different crops need to be planted or harvested. They work for many different employers, and usually have to take whatever money the farm owners offer. With a union, farm workers could demand better pay and better places to live while they are working on a farm. Explaining to people why the union would help them was hard work, and most of the employers did not like the idea at all. Dolores' life was very difficult, but she was happy to be able to help her people.

The role of women like Dolores has always been very important to social movements. Speaking about women in the union, Dolores Huerta has said, *"We couldn't have a union without the women. Their sacrifices have been invaluable. The participation of women has helped keep the movement nonviolent. It's necessary for most of the*

women to work in the fields. Imagine trying to keep a family together when you're a migrant worker – living in extreme poverty despite working eight to ten hours a day. Women in the fields get treated very badly." Dolores Huerta believes that women should speak up because they have a special point of view which comes from their roles as workers *and* mothers.

Dolores Huerta is very good at getting people to work together for a common goal. She was one of the main organizers of the successful boycott of non-union table grapes which began in 1965. The boycott helped the farm workers win a union contract for their work picking the grapes. Dolores Huerta's work now takes her to all parts of the United States. She has earned national respect for her efforts. Dolores Huerta has devoted her life to winning justice for farm workers, and in the process has helped bring public attention to the needs and concerns of Mexican Americans.

Dolores Huerta Recall and Discussion Questions:

1. Dolores Huerta wanted to help other Mexican Americans. What did she do to be helpful? In what other ways could someone be helpful to farm workers?

2. Lots of people belong to unions. What does this story tell us about unions? Does anyone in your family belong to a union? What is the name of the union, and what types of jobs do the people do who belong to it?

3. The story states that "women play an important role in social movements." What is meant by the term "social movements"? What social movements are going on today? Are women actively involved? Why does Dolores Huerta thinks think it is important for women to speak out and get involved?

4. If you could meet Dolores Huerta, what are some questions about her life or her work that you would like to ask her?

Mary McLeod Bethune

Do you like to read? As a child, Mary McLeod wanted to learn to read more than anything else. But there were very few schools for African-American children in the South, where she lived, at that time. It wasn't until she was nine years old that her dream came true and she was finally able to go to school. She was so excited that she almost ran the entire three miles to class!

Very soon after Mary was born, in July 1875, he mother and father knew that she was somehow different from their first fourteen children. She was their first child born after slavery was outlawed; the first to be born a free person. Did this freedom mean that her future would be special in some way? It seemed that way to her parents. They were sure that Mary was destined for something more than a life of working in the cotton fields.

On her first day in school, Mary learned to write out her own name and quickly memorized the whole alphabet. For the next six years she was able to go to a small church school. Even though she was smart, her chances for more education looked very slim. Then her good, quick mind brought her another unusual chance. She won a scholarship to go to school in North Carolina for another six years. Her way was being paid by a woman in Colorado who Mary had never even met. The woman wanted to see to it that bright children like Mary got the education they deserved.

After she finished school, Mary wanted to share her knowledge with as many Black children as possible, even if it meant that she had to start her own school. In 1904, Mary went to Daytona Beach, Florida, where there were no schools for Black children. Although she had only $1.50 to her name, she was able to convince a real estate man to trust her. She rented a two-story house by the railroad tracks next to the city dump. It wasn't much, but her first school was about to open!

Mary soon had six students whose parents paid 50 cents a week for them to attend. She had no money for supplies for the students, so they had to make do with whatever they could find. Their pencils were made of charcoal. Berry juice served as ink. From the packing boxes Mary found in the dump, she made desks and chairs. Mary was twenty-nine years old and her dream was starting to come true.

Two years later the school had 250 students and was becoming very crowded. Another property nearby was soon bought with money Mary and her students had earned selling ice cream and sweet potato pies. Her students put on musical programs to raise money, and their families helped with the construction of the new school building. Mary spoke to many wealthy people about her school. They listened to her plans and many agreed to give money to the school or to support her in other ways. In 1907 the classes moved out of the old schoolhouse and into the first building at the new school.

This didn't mean that Mary's work was finished, though. Not at all! In the next few years she started evening study groups for women. Soon the school had recreational programs and classes in the workers' camps nearby and activities for the

school's young neighbors. In 1911, Mary McLeod Bethune started a hospital where African Americans could get medical treatment. She started the hospital after she found out that one of her students couldn't get the emergency medical treatment she needed because the local hospital only took care of white people.

In addition to the school and hospital, Mary McLeod Bethune founded the National Council of Negro Women, wrote weekly articles for two newspapers, and served as an advisor to President Franklin D. Roosevelt. She also became very close friends with Eleanor Roosevelt, the wife of the president. The two women shared concerns about education, poverty, and equal opportunity for Black children.

In 1954, when the U.S. Supreme Court ruled that segregation in public schools was illegal, Mary McLeod Bethune leapt out of the chair on her front porch, shouting with joy. Her lifelong dream of equal educational opportunity for all citizens was finally becoming a reality! Mary McLeod Bethune died one year later at the age of eighty.

Mary McLeod Bethune Recall and Discussion Questions:

1. Why was Mary McLeod Bethune not able to go to school until she was nine? Who helped her continue her education? Why?

2. Why did Bethune start her own school for African-American children? How did she and her students raise money for the school?

3. Besides starting the school, what other things did Mary McLeod Bethune do?

4. What kinds of problems are experienced today by Black children attending public schools? What about for Hispanic or Asian-American or Native American children? Why do you think this is the case?

Harriet Tubman
The "Moses" of Her People

Harriet Tubman was born a slave on a plantation in Maryland. As she worked in the fields, she often heard older slaves talk about freedom. She heard rumors that some slaves had run away and succeeded in reaching a place called "the North" where Blacks could be free. Harriet promised herself that one day she, too, would run away to find that place where she could be a free person.

One day, Harriet saw a man run away from one of the overseers on the plantation. She followed the chase until it led to a store where the runaway slave was hiding. The overseer picked up a heavy weight and threw it at the man, but it hit Harriet in the head instead. The blow almost killed her. She was sick for many days, but eventually she recovered. She carried a deep scar on her forehead and suffered from a strange illness for the rest of her life. Every once in a while, without warning, Harriet would become unconscious. She might be out for several hours, then she would wake up and be fine again. This was a seveer disability, but it never stopped her from doing what she felt needed to be done.

When Harriet was grown, she married a free Black man, but she still remained a slave. When her owner died in 1849, Harriet heard that she would soon be sold to another plantation. She decided to run away to the North. She begged her husband to go with her, but he refused to leave. Harriet escaped with two of her brothers. Her brothers soon became frightened and turned back, but Harriet was determined to be free. Traveling at night and hiding during the day, she bravely made her way to freedom in the North all by herself.

Once she was free, Harriet made a promise to herself that she would help other slaves become free, too. She became a guide, or "conductor," on the Underground Railroad. That was a secret network of "safe houses" and back roads leading from the South to the free states in the North. The stations on the Underground Railroad were the homes or barns of families who were willing to risk their own lives to help runaway slaves. The people running for freedom had to travel at night, and it was very dangerous. They could be shot or beaten if they were caught. Harriet Tubman risked her own life many times to help other Black people become free. In fact, she made nineteen separate trips between Maryland and Canada over the next ten years. She led over 300 slaves to freedom. She was so good at hiding and disguises that she was never caught. Slave owners in the South offered a reward of $40,000 for her capture, but no one ever collected that money!

During the Civil War, Harriet Tubman became a spy and scout for the Union Army. In 1863, she led a group of Black soldiers up the Combahee River in South Carolina, freeing more than 800 slaves. After the Civil War she started a home for orphans and a home for the aged. She helped start schools for Black children and adults in the South, and worked to get the vote for women.

— Adapted from *Herstory* by June Sochen

Harriet Tubman Activity Suggestions:

1. Stage a re-enactment of Harriet Tubman leading slaves out of the South. Arrange desks to make a zigzag path, and litter the floor with noisy, crumpled papers. Have one student act as Tubman and lead a small group of students from a designated area called "the South" to one across the room labeled "Freedom." Students must be quiet and follow the leader's directions. Designate a "safe house" space in the middle of the room where the group can rest and talk. The other children should stand around the edges of the room, close their eyes and listen very carefully for any sounds of "runaways." If they make any noise, the "runaways" might be caught and returned to the South. Give each student an opportunity to actively participate. Remember: Harriet Tubman was NEVER caught!

Follow with a class discussion of their feelings during the re-enactment.

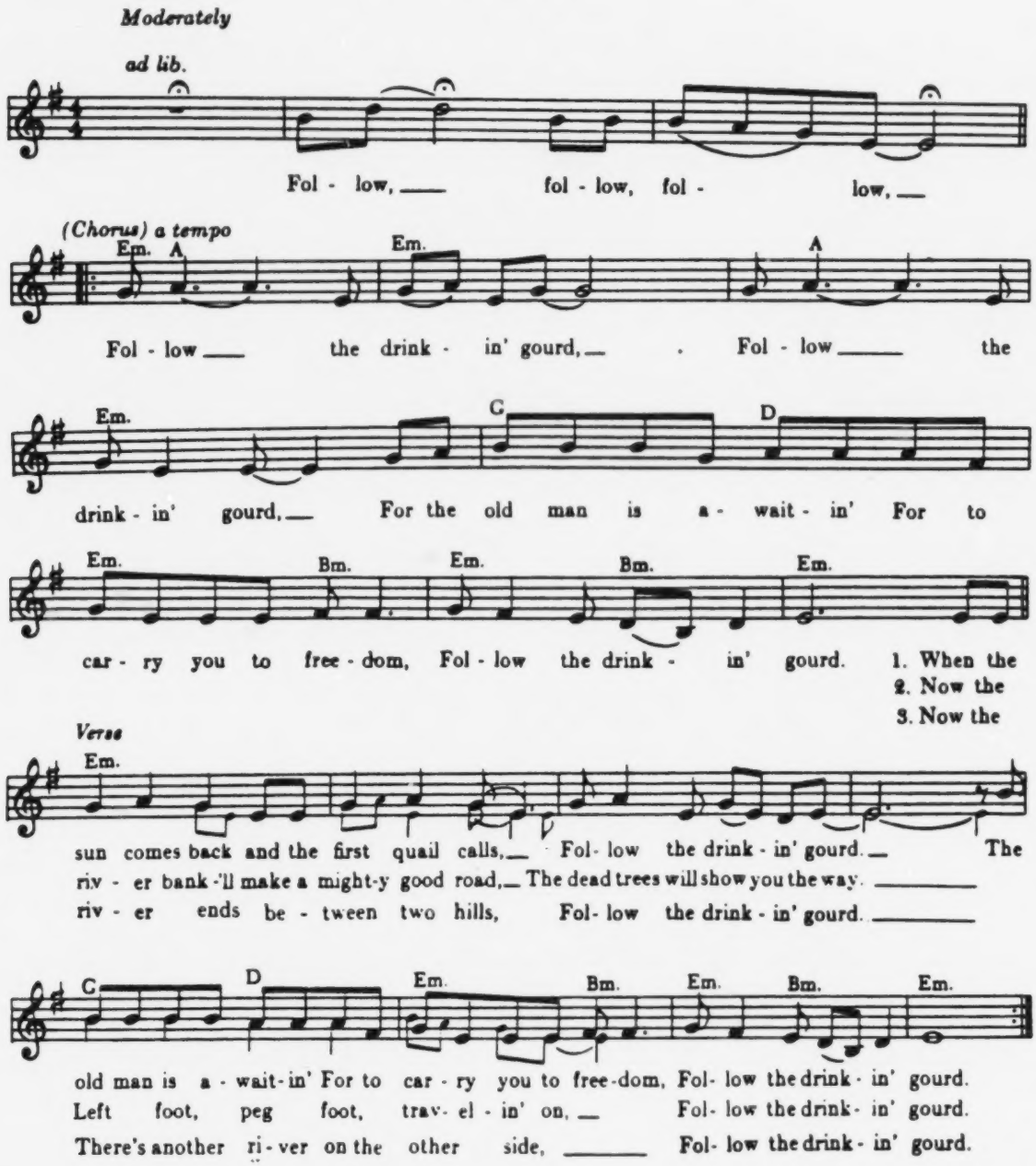
2. Construct shoebox dioramas about a Black family's escape from slavery, along the route of the Underground Railroad. Remind students that most travelled at night, going from safe house to safe house, following a conductor like Harriet Tubman or using the Big Dipper constellation, which pointed north, as a guide.

3. After reading more about Harriet Tubman, the physical risks she took, and her dedication to helping other slaves escape, have students discuss the concept of "strength" — what it is; whether it is a trait of females, males or both; and the particular qualities that are present in a strong person. As a group, name five men and five women in history who students think were strong, and discuss which of their activities revealed their strength. Who are some of the people today who exhibit strength as defined by your class?

4. Use the Harriet Tubman Game and Study set for another experience of what it was like to be an escaping slave. (See "Curriculum Resources," p. 61.)

5. The song on the next page, "Follow the Drinking Gourd," was sung by slaves to provide a map and timetable for the Underground Railroad. The hidden message of the song was: Follow the Big Dipper; it points the way to the North — and to freedom!

Follow the Drinking Gourd

Many slaves escaped bondage by traveling along the Underground Railroad, a system of secret, safe places to hide and people to give food and shelter on the way to the free states of the North and Canada. This song provided a map and a timetable: Follow the Big Dippe; it points the way to the North — and to freedom!

Moderately
ad lib.
Fol - low, fol - low, fol - low,
(Chorus) a tempo
Em. A Em. A
Fol - low the drink - in' gourd, Fol - low the
Em. G D
drink - in' gourd, For the old man is a - wait - in' For to
Em. Bm. Em. Bm. Em.
car - ry you to free - dom, Fol - low the drink - in' gourd.
1. When the
2. Now the
3. Now the
Verse
Em.
sun comes back and the first quail calls, Fol- low the drink - in' gourd. The
riv - er bank 'll make a might-y good road, The dead trees will show you the way.
riv - er ends be - tween two hills, Fol- low the drink - in' gourd.
C D Em. Bm. Em. Bm. Em.
old man is a - wait-in' For to car - ry you to free-dom, Fol- low the drink - in' gourd.
Left foot, peg foot, trav- el - in' on, Fol- low the drink - in' gourd.
There's another ri - ver on the other side, Fol- low the drink - in' gourd.

25 BEST COPY AVAILABLE

Maria Tallchief

artist: *Marybeth Crawford*

Susan B. Anthony

artist: *Barbara Hunt*

Jade Snow Wong

artist: *Barbara Hunt*

Dolores Huerta

artist: *Barbara Hunt*

Harriet Tubman

artist: *Marybeth Crawford*

She Did It!

WOMEN'S HISTORY WORDSEARCH PUZZLE

L O U I S A M A Y A L C O T T
A W O M E N S G I B I Q U I Z
U H I S T O R Y D I N U J L A
R O S A P A R K S R D I I R T
A B L E H O O K E D A K D W E
I E E L E E B O D D R A A U S
N L R F L J L N E R I L T S S
G V T R E U S F B X C I A A O
A A I A N L A L O L H C R C T
L L F N K I R O R N A E B A S
L O B C E E A R A F R P E J U
S C E E L T H E H A D A L A S
W K L S L T H N S Y S L L W E
I W L P E E A C A T M M F E T
L O E E R L L E M N A E O A T
D O B R Z O E S P U R R W O E
E D O K P W G A S O T A C P L
R C Y I D F E B O E H K M Y A
B O D N Z O O I N Q A T E F F
D Y I S F E X N Z R G O I Q L
S O J O U R N E R T R U T H E
B A B E Z A H A R I A S E E S
E W A S T E R N J M H A T S C
O F M A R Y C A S S A T T U H
A G J A N E A D D A M S S E E

Check your school and public libraries for more information about these 21 famous women.

What other words can you find, besides the names of these women?

Jane Addams (Social Reformer)
Louisa May Alcott (Author)
Belle Boyd (Confederate Spy)
Mary Cassatt (Artist)
Martha Graham (Dancer)
Sarah Hale (Magazine Editor)
Helen Keller (Author, Humanitarian)
Susette La Flesche (Indian Rights Activist)
Belva Lockwood (Attorney)
Juliette Low (Girl Scouts Founder)
Alice Palmer (College President
Rosa Parks (Civil Rights Activist)
Frances Perkins (Secretary of Labor)
Linda Richards (Nurse)
Florence Sabin (Medical Researcher)
Sacajawea (Indian Interpreter, Guide)
Deborah Sampson (Revolutionary Soldier)
Ida Tarbell (Journalist)
Sojourner Truth (Abolitionist)
Laura Ingalls Wilder (Author)
Babe Zaharias (Athlete)

Created by Gail Sage, Sonoma County (CA) Library

Activities for Grades 7-12

1. Women's History News Reports: After reading biographies or general histories about women in the United States, have students write news releases for radio or television to report the facts of a specific, important event in which women were the major players. Pretending that the event has just happened, include all of the important details: who, what, when, where, why. Don't forget to include a snappy headline or lead-in for the story, too!

2. Research on Women and Work: After students conduct research on one of the following topics, have them report to the class about their finding on women and work in other time periods of U.S. history.

The varied jobs done by women in the early colonies (be certain to include American Indians, European Americans, Blacks and Hispanics).
Immigrant women in the 19th century: Where were they from? Why did they come here? What kinds of work did they do when they got here? What were their living conditions like?
The lives of American Indian women of a tribe that lived near your community 200 years ago.
The lives and work of American Indian women today.
The work of migrant women, now and in earlier time periods.
Mexican women of "the West," before Europeans arrived and afterward.
Women workers in the textile and garment industries, from the 1850s to the present.
Women's roles and contributions during a time when our country was at war.

3. Poster Design Contest: Organize a National Women's History Month poster design contest in conjunction with your parent-teacher organization. Display the entries in a public area of the school. Topic ideas:

"Missing Persons," individuals or groups of women whose contributions are often ignored in the telling of U.S. history.
"Women Then and Now," featuring the social, economic, political and family changes in women's lives.
"Did You Know...?," introducing students to interesting historic facts about women.

4. Textbook Review: Have students carefully examine the history textbooks used in your school, listing each woman either mentioned in the text or illustrated by photo or drawing. How many women are mentioned? Why are these particular women included? Are women of different ethnicities portrayed? Contrast the findings with the textbook's treatment of men. Write to the publisher about these findings. Include recommendations of specific women to add to future editions, and ask for the publisher's response.

5. Family Histories: Brainstorm with your class to list questions they would like to ask an aunt, their mother, or the woman who raised them, about her life. Help them organize the questions into topics or clusters, developing an appropriate questionnaire. Guide the discussion toward including questions related to the impact of historic events on the woman's life, moves made by her family, family expectations for females and males, attitudes about women's public lives, etc. Discuss oral history interviewing strategies to avoid "yes/no" answers, and different forms of biographies for reporting the findings. Use the biographies to discuss similarities and differencesbetween women's life experiences.

6. Numerous bumper-strip/button slogans have been associated with the women's movement. What have these messages meant? Who might agree or disagree with each? Are the issues represented new ones or have they had a long history? Examples: "Every Mother is a Working Mother," "Women Hold up Half the Sky," "Uppity Women Unite," "Sisterhood is Powerful," "A Woman's Place is... Everywhere," "Write Women Back into History," "Keep Your Laws Off My Body," "Take Back the Night."

Women's Oral History

Traditionally, historians have taken the point of view that the lives of "great men" tell us all we need to know about U.S. history. In recent years, many historians have begun to question this assumption. The gathering of oral histories, as well as research into the lives of everyday people, has been widely used as a way of supplementing the more traditional "hero" approach to history. Oral histories provide information about the lives of persons like ourselves, who exemplified the times in which they lived, but whom authors of history texts have not considered to be of sufficient importance to bear recording and retelling.

For students at all grade levels, collecting oral histories provides opportunities to develop better listening, recording and writing skills. The first oral history project that achieved wide recognition in educational circles was undertaken several decades ago in Rabun Gap, Georgia. It has resulted in a quarterly magazine, *Foxfire*, and in the popular *Foxfire* books. In that project, students were assigned to do interviews with people in their area who "did something"— practicing craftspeople whose contributions had been taken for granted and who the students had not particularly noticed as valuable people. The Foxfire Project excited students, and the skills that they acquired during the course of the project convinced educators of two things: that students are more likely to respond to assignments which have meaning for them and that opening new channels of communication between generations results in students' increased interest in history as a **real** subject concerned with **real** people.

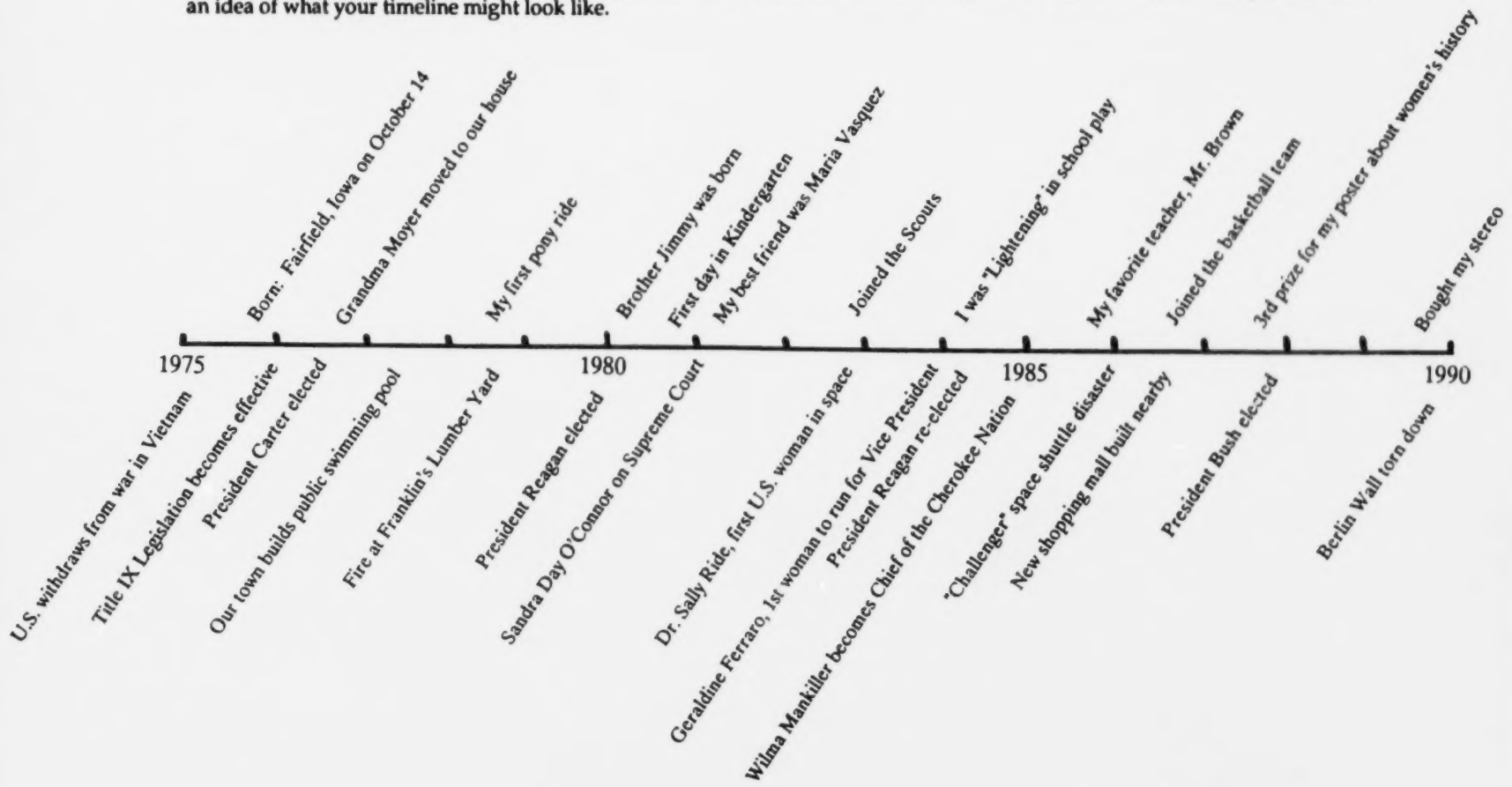
Few of us know our families' histories. The oral history questionnaires which follow were designed to foster interest in the areas of women's lives which sometimes get lost amidst students' stereotyped notions. For students and women whose backgrounds are non-European, oral histories play a particularly important role. The limited consideration textbooks usually give to exploring and understanding our nation's cultural diversity can be supplemented with oral histories. And through the process of collecting oral histories, students may increase their appreciation for the roles women play in our society.

Women's history essay contests have been held in school districts across the country, based on students' work with oral histories of women in their own families and communities. Speech and essay contests provide an excellent vehicle for serious reconsideration of women's lives. The NWHP has synthesized the best experiences and advice of several districts into a thoroughly tested, step-by-step organizing guide entitled, "'Real Women' Creative Writing Competition Guide." The 48-page guide contains sample letters, press releases, forms and certificates, coupled with a planning timeline. Save hours of planning time by adapting these to your specific needs.

Oral history projects can be done in the classroom in a variety of ways. Students can interview prominent women in the community, and report findings to the class. Family history can also be used as a topic for oral interview, research and writing projects. A few words of caution, however: some cultural groups consider family life to be private, and not appropriate material to be shared in the classroom. Also, if you live in an area where illegal immigrants might be present, it may not be a good idea to have students asking questions about their family's history. Use your own judgement as to the appropriateness of these types of activities for your class.

Personal HistoryTimeline

Reconstruct your own life by making a timeline of your personal history. Below a blank line, indicate events of local, state and national importance. Above the line, plot the personl events and transitions most important to you. Study the sample below for an idea of what your timeline might look like.


Born: Fairfield, Iowa on October 14
Grandma Moyer moved to our house
My first pony ride
Brother Jimmy was born
First day in Kindergarten
My best friend was Maria Vasquez
Joined the Scouts
I was "Lightening" in school play
My favorite teacher, Mr. Brown
Joined the basketball team
3rd prize for my poster about women's history
Bought my stereo
1975
1980
1985
1990
U.S. withdraws from war in Vietnam
Title IX Legislation becomes effective
President Carter elected
Our town builds public swimming pool
Fire at Franklin's Lumber Yard
President Reagan elected
Sandra Day O'Connor on Supreme Court
Dr. Sally Ride, first U.S. woman in space
Geraldine Ferraro, 1st woman to run for Vice President
President Reagan re-elected
Wilma Mankiller becomes Chief of the Cherokee Nation
"Challenger" space shuttle disaster
New shopping mall built nearby
President Bush elected
Berlin Wall torn down

As a class activity, construct a larger version of the timeline, to be posted along a wall of the room. Each student can choose one event from her or his life history, to be included in the class' timeline.

Interview Guidelines

1. Make a date in advance with the woman you want to interview.

2. Ask if she has a photo of herself, either current or one of when she was younger, to use to illustrate her oral history. Be sure to return the photo when the project has been completed. If she does not have a photo to lend you, perhaps you can plan to take one yourself.

3. Allow at least 30 minutes to an hour for the interview.

4. Decide ahead of time which questions you want to ask and in what order, but don't hesitate to ask additional questions that may come to you during the course of the interview.

5. Ask your questions one at a time and write down her answers carefully.

6. If you get only a "yes" or "no" answer, ask for a further explanation: "Could you explain a little more about that, please?"

7. Be patient. Remember, most people have never been interviewed before. It is an unusual experience, and she may need time to think about her answers. If you act as if you are in a hurry, she might feel that her answers are not very important to you.

8. After you have asked all your questions, ask if she has anything else she would like to tell you. Write down her words carefully.

9. Be sure to thank your subject when you have finished the interview.

Many interviewees like to have a copy of the finished interview report. It would be courteous to offer this to the woman you interviewed.

Personal History Questionnaire

The history of your mother, aunt, grandmother or the woman who helped raise you is important. When you ask her questions about her life, you can often learn information about your own history. Maybe you will be allowed to borrow a photo of her and bring it to school to share with other students and your teacher. Interview a woman who is important in your life.

1. Where were you born? When?

2. Did/do you have sisters and brothers? What kind of relationship did you have with them, and what kinds of things did you like to do together when you were young?

3. What are the happiest memories of your childhood? The saddest?

4. What stories were told to you about the lives of your mother and grandmothers?

5. Where did you go to school? How long did you go? What did you like the most and the least about school? Did you have a best friend or a lot of friends? What was special about them?

6. What did you do on a typical day when you were ten years old? In what ways were your experiences similar to or different from those of other children?

7. Did you marry? How old were you? Did you have children? Was being a wife (and mother) as you had expected it to be? In what ways?

8. What sort of paid work have you done? For how long? Were you paid fairly? What was your money needed for? Was it enough?

9. Which experiences or accomplishments in your life are you most proud of?

10. Which women have had the greatest influence on your life?

11. Which historical events have had a strong influence on your life?

12. What are the major problems you have had to overcome in your life?

13. How have ideas about women and women's roles changed since you were a child? What do you think about these changes?

14. If you had your life to live over, what would you do differently? What would you not want to change?

Note: Outstanding materials for constructing interesting oral history activities for all grade levels are available through the Women's History Catalog, available from the National Women's History Project, 7738 Bell Road, Windsor, CA 95492. 707-838-6000.

Family History Questionnaire

Writing a history of your family, focusing on its female members, is a great way to learn more about women's history and to expand your view of your family members' lives.

Try to go back at least to your parents' generation. This exercise will help you begin to understand what shaped your family and you. What is unusual and what is common about your life and the lives of your older family members? For each generation or significant event in your family's history, try to relate your family history to larger events and trends in the history of the nation. In tracing your family history you may want to discuss the following questions:

1. Did your family members come to the U.S. from another country? From what countries have your family members come? When did they come, and where did they settle once they arrived?

2. What cultural influences (such as country of origin, religion, race, economic status, region of the U.S., occupation or lifestyle) have affected your family? In what ways? Are there particular cultural groups with which your family identifies? What strengths are derived from that identity?

3. In each generation you research, what was the family structure? Who lived with whom? Who had authority within the home?

4. Has the family moved a lot or lived mostly in one area? If the family moved a lot, what motivated those moves? How did those moves affect women in the family?

5. What kinds of work, paid and unpaid, has been done by women in your family? Who has decided what kinds of work would be done by family members?

6. What socioeconomic class was/is your family? How has its economic position affected the family's lifestyle?

7. What were your parents'/grandparents' attitudes toward education for girls? Were girls encouraged to acquire an education, to work outside the home, or to marry and have children?

8. What have been the attitudes of women in your family toward paid work, education, civil rights, women's rights, sex, politics, religion, and other people of other races and nationalities?

Dramatic Re-enactment: Sojourner Truth Speech

Delivered in 1851 at a Woman's Rights Convention in Akron, Ohio

Sojourner Truth was a Black woman who stood six feet tall. She lived as a slave in New York for the first 46 years of her life. In 1843, she was freed by that state's Emancipation Law, and began a remarkable career as a free woman, a sojourner and a bringer of truth to American audiences.

She was a powerful, eloquent public speaker. Sojourner Truth often appeared before gatherings of white men and women who had come together to discuss women's rights or the abolition of slavery. When she rose to speak before white audiences, the derisive catcalls were plentiful — referring to her race and to her sex. With her head erect and her eyes shining, Sojourner Truth spoke in a rich, strong voice, and before long a hush would fall over her audience.

This speech can be effectively acted out in the classroom. It raises issues which can be debated by your class in connection with learning about Sojourner Truth.

Set the stage for the re-enactment as follows:

Part 1: Students write down and then present arguments for and against men's and women's equality. Arguments against equality might include the 19th-century concept of "proper sphere," which held that a man's sphere is in public which gives him the right to govern, while a woman's sphere is private, and is restricted to the family and the home.

Part 2: Choose a student to read about Sojourner Truth's life and then to play her in your re-enactment of the 1851 conference. She listens carefully to these arguments from the sidelines, then rises and asks to speak. At first, jeers from the other students greet her words. Sojourner Truth speaks of her experiences as a Black woman and a slave. She recites the speech reprinted below.

The speech of Sojourner Truth was delivered in 1851 at a Woman's Rights Convention in Akron, Ohio. She answers a minister who argued that women are physically weak and require special attention.

> "That man over there says that women need to be helped into carriages and lifted over ditches, and to have the best place everywhere. Nobody helps me into carriages or over puddles or gives me the best place... and ain't I a woman?
>
> "Look at me! Look at my arm! I have ploughed and planted and gathered into barns, and no man could head me...and ain't I a woman? I could work as much and eat as much as a man — when I could get it — and bear the lash as well... and ain't I a woman? I have borne five children, and seen most of them sold off into slavery, and when I cried out with my mother's grief, none but Jesus heard me... and ain't I a woman?"

Part 3. The experiences described by Sojourner Truth fall outside of the bounds described as "woman's sphere" because she was not upper class. Only wealthy women might have been treated that way. As a class, discuss the concept of "proper sphere" and how economic necessity often gets in the way of social ideals.

(Discussion ideas and activcities follow the next dramatic re-enactment.)

Mock Trial of Susan B. Anthony

Setting the Stage — A Class Activity

Before staging these re-enactments, engage the class in a discussion of an issue of particular importance to the class or school. Both boys and girls can discuss the issue. After all opinions have been heard, suggest a class vote on possible solutions. However, once the choices are presented, allow *only* the girls to actually vote their preferences. Have the boys strategize on how they can get their views taken into account by the girls. Once the voting is done and the decision made, the whole class can discuss the process from both viewpoints. Relate these experiences to those of the suffragists working for 72 years for women's voting rights.

Background on the Trial:

By 1870, the 14th and 15th Amendments to the Constitution had been ratified. These amendments stated that all U.S. citizens were to be given equal protection under the law, with full privileges of U.S. citizenship, and that the right to vote was not to be denied on account of "race, color or previous condition of servitude." Women were not granted the right to vote until 1920, when the 19th Amendment to the Constitution was passed. In 1872, Susan B. Anthony and several other women registered and voted in the presidential election. Anthony was arrested and tried for breaking the law.

Activity:

The following script can be used to stage a mock trial of Susan Anthony in the classroom.

1. Have the students read and discuss the meanings of the 14th and 15th Amendments to the Constitution.

2. The boys take the parts of judge, jury, and prosecuting attorney. Before the trial begins they develop arguments against women having the right to vote.

3. With one girl as Susan B. Anthony and the other girls in the class sitting as supporters in the courtroom audience, the prosecuting attorney presents the arguments against women's right to vote as full citizens.

4. The judge instructs the all-male jury to return a verdict of guilty. He asks Susan Anthony if there is anything she would like to say.

Account of the Proceedings of the Trial:

Anthony: Yes, your honor, I have many things to say, for in your ordered verdict of guilty, you have trampled underfoot every vital principle of our government. My natural rights, my civil rights, my political rights, my judicial rights, are all alike ignored. Robbed of the fundamental privilege of citizenship, I am degraded from the status of a citizen to that of a subject; and not only myself individually, but all of my sex are, by your honor's verdict, doomed to political subjection under this so-called "republican form of government."

Judge Hunt: The court cannot listen to a rehearsal of arguments the prisoner's counsel has already consumed three hours in presenting.

Anthony: Your denial of my citizen's right to vote is the denial of my right of consent as one of the governed; the denial of my right of representation as one of the taxed; the denial of my right to trial by a jury of my peers as an offender against the law; therefore, is the denial of my sacred rights to life, liberty, property and...

Judge Hunt: The court cannot allow the prisoner to go on.

Anthony: All of my prosecutors... not one is my peer;... had your honor submitted my case to the jury, as was clearly your duty... not one of those men was my peer; but, native or foreign born, White or Black, rich or poor, educated or ignorant, awake or asleep, sober or drunk, each and every man of them was my

political superior; hence, in no sense, my peer... Precisely as no disenfranchised person is entitled to sit upon a jury, and no woman is entitled to the franchise, so none but a regularly admitted lawyer is allowed to practice in the courts, and no woman can gain admission to the bar — hence, jury, judge, counsel, must all be of the superior class.

Judge Hunt: The court must insist — the prisoner has been tried according to the established forms of law.

Anthony: Yes, your honor, but by forms of law all made by men, interpreted by men, administered by men, in favor of men and against women; and hence, your honor's ordered verdict of guilty, against a United States citizen for the exercise of "that citizen's right to vote," simply because that citizen was a woman and not a man. But in 1854, the same man-made forms of law declared it a crime punishable with $1,000 fine and six months' imprisonment for you, for me, or any of us to give a cup of cold water, a crust of bread, or a night's shelter to a fugitive as he was tracking his way to Canada. And every man or woman in whose veins ran a drop of human sympathy violated that wicked law, reckless of consequences, and was justified in so doing. As then, the slaves who got their freedom must take it over, or under, or through the unjust forms of law, precisely so now must women, to get their right to a voice in this government, take it; and I have taken mine, and mean to take it at every possible opportunity.

Used with permission from Susan Grove, Berkeley Unified School District.

Student Activities and Discussion:

1. Write an essay on one of the following: The relationship between the rights Susan B. Anthony and Sojourner Truth fought for in the 19th century and the issues being raised by the women's movement today; or the relevance of the issues raised by these 19th-century women to the lives of women today; to the students' own lives today.

2. Do research and then write a report about one or more of the men in the women's rights movement of the 19th century: Frederick Douglass, William Lloyd Garrison, Theodore Weld, James Mott, and Wendell Phillips. What did they contribute? What did the men gain from the women's movement of the 19th century? Who are the men active in the women's rights movement of today? In what ways are they active in the movement? An excellent book, *Against the Tide: Pro-Feminist Men in the United States, 1776-1990*, Michael Kimmel and Thomas Mosmiller, eds., is filled with information on such men.

3. What methods and arguments would you have used if you were in the position of the 19th-century feminists? You want the laws changed, but what political power do you have to accomplish that? Who are the lawmakers, the governors, judges, political representatives? Your only tool is persuasion. What would you have done or said? How daring would you be?

4. During the time Sojourner Truth and Susan B. Anthony lived, women could not vote or hold office. When were women first allowed to vote in your state? Find out when and where the first woman was elected to public office. Who coined the phrase, "A Woman's Place is in the House... and in the Senate"? How many women are currently in Congress? How many women are mayors of large cities or state governors? What percentage of women cast a vote in the last election compared to men?

Women's Rights Convention:
Seneca Falls, New York, 1848

Objective: To introduce students to historical documents of significance in the history of women's rights.

Time Needed: 1-2 hours.

Materials: Copies of the "Declaration of Sentiments" (which follows this lesson).

Activities: Read, analyze, and discuss the document.

1. Without giving any background information, and omitting the date and the title of the document, have students read the "Declaration of Sentiments."

2. Using an open-ended discussion format, ask students to react to the document.

3. Disclose the year and the title of the document and briefly describe the historical background for the Seneca Falls Convention of 1848.

4. Direct students to unfamiliar vocabulary words and use context clues to arrive at definitions.

5. What is the tone of the document?

6. Read the first two sentences aloud. What other document from American history do these lines echo?

7. Discuss what this document suggests women felt about men at that time.

8. Read paragraph three aloud. Note the use of the word "facts." Which facts listed in the document can be supported or verified?

9. Which rights do women now have which they did not have in 1848?

10. This declaration states that women were deprived of their rights due to their sex. Can you list inequities confronting women today which are based on sex discrimination?

Review: Ask students to write summaries of the main points made during the class discussion.

Related Activity: Research the Seneca Falls Convention and stage a class simulation. (An excellent play, "Seneca Falls, 1848" is available through the NWHP catalog.) Research other events or outstanding individuals of the Woman Suffrage Movement. (See:*Woman Suffrage Movement* curriculum unit, listed on p. 62.)

Adapted from the Oregon State Department of Education.

Declaration of Sentiments

When, in the course of human events, it becomes necessary for one portion of the family of man to assume among the people of the earth a position different from that which they have hitherto occupied, but one to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes that impel them to such a course.

We hold these truths to be self-evident: that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights governments are instituted, deriving their just powers from the consent of the governed. Whenever any form of government becomes destructive of these ends, it is the right of those who suffer from it to refuse allegiance to it, and to insist upon the institution of a new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness. Prudence indeed, will dictate that governments long established should not be changed for light and transient causes; and accordingly all experience hath shown that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they were accustomed. But when a long train of abuses and usurpations, pursuing invariably the same object evinces a design to reduce them under absolute despotism, it is their duty to throw off such government, and to provide new guards for their future security. Such has been the patient sufferance of the women under this government, and such is now the necessity which constrains them to demand the equal station to which they are entitled.

The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

He has never permitted her to exercise her inalienable right to the elective franchise.

He has compelled her to submit to laws, in the formation of which she had no voice.

He has withheld from her rights which are given to the most ignorant and degraded men—both natives and foreigners.

Having deprived her of this first right of a citizen, the elective franchise, thereby leaving her without representation in the halls of legislation, he has oppressed her on all sides.

He has made her, if married, in the eye of the law, civilly dead.

He has taken from her all right in property, even to the wages she earns.

He has made her, morally, an irresponsible being, as she can commit many crimes with impunity, provided they be done in the presence of her husband. In the covenant of marriage, she is compelled to promise obedience to her husband, he becoming, to all intents and purposes, her master—the law giving him power to deprive her of her liberty, and to administer chastisement.

He has so framed the laws of divorce, as to what shall be the proper causes, and in case of separation, to whom the guardianship of the children shall be given, as to be wholly regardless of the happiness of women—the law, in all cases, going upon a false supposition of the supremacy of man, and giving all power into his hands.

After depriving her of all rights as a married woman, if single, and the owner of property, he has taxed her to support a government which recognizes her only when her property can be made profitable to it.

He has monopolized nearly all the profitable employments, and from those she is permitted to follow, she receives but a scanty remuneration. He closes against her all the avenues to wealth and distinction which he considers most honorable to himself. As a teacher of theology, medicine, or law, she is not known.

He has denied her the facilities for obtaining a thorough education, all colleges being closed against her.

He allows her in Church, as well as State, but a subordinate position, claiming Apostolic authority for her exclusion from the ministry, and, with some exceptions, from any public participation in the affairs of the Church.

He has created a false public sentiment by giving to the world a different code of morals for men and women, by which moral delinquencies which exclude women from society, are not only tolerated, but deemed of little account in man.

He has usurped the prerogative of Jehovah himself, claiming it as his right to assign for her a sphere of action, when that belongs to her conscience and to her God.

He has endeavored, in every way that he could, to destroy her confidence in her own powers, to lessen her self-respect, and to make her willing to lead a dependent and abject life.

Now, in view of this entire disfranchisement of one-half the people of this country, their social and religious degradation—in view of the unjust laws above mentioned, and because women do feel themselves aggrieved, oppressed, and fraudulently deprived of their most sacred rights, we insist that they have immediate admission to all the rights and privileges which belong to them as citizens of the United States.

In entering upon the great work before us, we anticipate no small amount of misconception, misrepresentation, and ridicule; but we shall use every instrumentality within our power to effect our object. We shall employ agents, circulate tracts, petition the State and National legislatures, and endeavor to enlist the pulpit and the press in our behalf. We hope this Convention will be followed by a series of Conventions embracing every part of the country.

Women's History Biography Study

Objective: To understand history from the perspective of a notable woman's life.

Time Needed: Extended over several days.

Materials: Biographies of women in U.S. history.

Activities: Ask your school librarian to develop a list of women about whom biographies are available in your library, or of books in the library containing collective biographies of women. Have students choose one woman of interest to read about. (For sources of short biographies about U.S. women, see resource lists on pages 53 and 55.)

Based on their reading, ask students to write reports addressing some of the following:

1. What did this person try to accomplish in her life? What was her primary goal? Was she successful? Why or why not?

2. Did this woman have to overcome social, economic or political obstacles?

3. What relationship did you discover between this woman's private life and her public life? Did a particular incident(s) in her life influence her activities?

4. What impressed you the most about this woman?

5. If this woman were alive today, what might she think about contemporary women's roles? Would she be likely to fight for any particular social or political cause?

6. Compose a list of questions you would like to ask this woman if you could.

Related Activities: Ask the class to make a list of notable women who are living today. From the list, ask students to each select one woman to research in the library, using the *Reader's Guide to Periodical Literature* as an information source.

Adapted from the Oregon State Department of Education.

Emily Horgan: Her Diary

(fictional)

February 3, 1836. A new life starts tomorrow. It's hard to leave the farm at 15 years old. Mother, Father, Sam, Sarah, and I have worked so hard together. I'm used to rising in the early dawn, feeding the animals, planting the garden in the spring, harvesting in the fall, and doing the chores that remain the same from season to season. It's a long, hard day, but it is the life of my family and I'll miss it.

I takled with Mother and Father tonight, and we decided that I should go to the textile mill at Lowell to earn money for our family. They hire lots of young women like myself, and it seems to be the only way we can keep the bank from taking away our farm.

I've been told that at the mills there are huge machines that make yards and yards of material — enough in one day to make clothes for all the people in the nearby village. Cotton that comes all the way from the South is made into fabric there. What will I do with those machines? The hours again will be from sunrise to sunset, but so different from here. My stomach is turning over wondering about it. And the boardinghouses — I know that most of the mill girls in Lowell live there, that we'll eat together and sleep very close. As I look at my room I wonder what kind of a change this will be. A town. A mill. Factory work. It all starts tomorrow.

February 4, 1836. I went to the textile mill this morning. It's a huge brick building, five stories high. I could hear the loud, repeated banging of the machines before I walked in. I talked to the manager, who sent me to the weaving room to work. Tending the weaving machines is the simplest and lowest-paying job. It looked easy when I watched the other girls work, but seeing and working are different things. When I stood close to my weaving machine I felt afraid — there were so many wheels and spools and threads moving every which way! The machine holds 12 spools of thread and I started by replacing them every time one was empty. But when I would try to fill the spools and then fix broken threads and then clean the dusty threads, everything would start jumping out and getting tangled up in each other. I felt that the overseer, who watches to make sure that we always work, could not take his eyes off of every movement that I made. At the same time, I was shocked by the noise. I was never so hurried at home. Home and factory life are very different. Now, at the end of my first 14-hour day, I guess I should be getting used to it. But how can I get used to a thing when I ache all over and am tired to my bones? The other workers say it will change.

I made a friend, Elizabeth, here in the boardinghouse. She has worked in the mill for one year and has such strong arms. She said she will tell me some stories about the factory, but with 40 girls in a small house it is hard for her to talk to me and help me.

April 8, 1836. This is the first time I have felt like lifting my pen to write after work. Elizabeth said that the aching would stop one day and she was right. Each day seems to get a little shorter than the last and I feel that my work is easier and I can talk to the girls around me. Carolyn, who works next to me, said that I work as well as a weaver who has been here two years, and it's only been two months.

Although the days seem shorter, there's still a tiresome monotony about them. Every morning the bells ring and every night it's the same long walk home. The overseer doesn't watch me so much now and we say "hello" every morning, but he is with the owners of the mill so our friendship has not grown. When we mill girls complain about the length of the day or wish for a higher salary, it is only among the workers that we talk. I feel safe with the other girls, and am glad that I have good friends when we can talk like this. It reminds me of sitting up late with Mother.

Tomorrow I'll send the family money for the first time. I hope I can send as much as $1.00 from my $1.75 weekly pay. It will help them a lot.

May 15, 1836. Today was long and exciting. We were all waiting for our pay when the overseer announced that the mill owners have cut our wages 12%! They said it was because they are making less money from the sale of the cloth we make. But why do they take the money from *us*? We know that the

owners still live in big houses and own the boardinghouses and the banks that we use. We must have our wages in order to eat and to send money home.

One of the workers, Alice Casey, tried to talk to the owners a year ago about higher wages, Today, when she complained about this wage cut she was fired. We were all watching her when she walked out. Suddenly, she waved her bonnet in the air as a signal for us — and we followed! Eight hundred of us marched down the street singing aloud the song that before we had only dared whisper in private:

"Oh, isn't it a pity that such a pretty girl as I

Should be sent to the factory to pine away and die?

Oh, I cannot be a slave,

I will not be a slave,

For I'm so fond of liberty

That I cannot be a slave."

Elizabeth, my brave and wonderful friend, stood up on a wagon and said we would not go back to the mills to work unless our old wages are given to us. We must join together so that none of us will go back unless they take us all as one. I cheered! I know that somehow we will win. We are going to have a meeting again tomorrow.

May 16, 1836. Today 1,200 more girls walked out of the mills to protest the pay cut. At our meeting we formed the "Factory Girls Association." We hope to keep the mills closed and force the owners to talk with us.

We voted for officers. Alice Casey and Elizabeth were both elected. We've decided that the mill owners must talk to us through our officers. We've told the owners that we would rather die in the street than give in to the awful control and poverty that they are trying to force on us. A message was read at the meeting. It was from Seth Luther, a worker in Boston. He said that the male workers in the cities will support us so men and women can fight together for decent wages. If the owners are allowed to pay women and children low wages, then they will soon try to pay the men the same small wages.

When I got home from the meeting and march today, there was no dinner at our boardinghouse. I think the owners have told the housekeepers to stop feeding us. I don't like to take my savings for the farm to feed myself, but we must win and I see that it'll be hard. Elizabeth said tonight that I am as strong against the owners as I am working the looms. I'm so glad for our friendship and the power we all get from each other. I wonder if Mother and Father have heard of the strike yet?

June 6, 1836. It's sad to know that this is the last time I'll get to write in my diary from Lowell. We have been evicted from the boardinghouse and most of our savings are gone. We must go home or back to the mill.

We've spent the last three weeks in so many meetings and with so much hope. But the owners will not talk to our officers. They threaten that all of our names will be sent to other mill owners so we will never be hired at another mill. There are so many people from other towns who need jobs that the owners can start the mills without us and still pay the new workers lower wages. I know that if the wages are cut again and there is another strike, then the new workers will know how we feel now. Maybe someday all the workers will be united. Only then will we earn the money we deserve.

Elizabeth is going to visit me on the farm. I can already smell the sweet crops in the fields. We'll have to work much harder without the money from my mill work.

Goodbye, Lowell. I won't miss the aches in my body from the mills, but I will miss my friends. I know that in my mind I'll still see the Lowell streets lined with all the buildings built by our earnings — the church, the bank, and the factories that the *workers* really should own.

Emily Horgan Discussion Questions:

1. Emily Horgan described her job at the factory as noisy, tiring and frightening. Why did she go there to work? Why didn't she leave right away?

2. Did the mill owners pay the same wages to men as to women? Reread Emily's diary entry on May 16, 1836, and discuss why women were expected to work for lower wages. Is this still the case today? Why or why not?

3. What things did the mill owners do to try to break the workers' strike? What would you have done if you were a mill worker on strike with Emily Horgan?

4. Are conditions in factories different today? What are the major concerns of factory workers now? How are disputes with the factory owners resolved today?

Specific Strategies for the Implementation of
NATIONAL WOMEN'S HISTORY MONTH

1. Ask the school board in your district to pass a resolution officially recognizing the month of March as "Women's History Month."

Designate "National Women's History Month" on the official school calendar.

a. What is the procedure for doing this in your school district?

b. What designated observances are generally scheduled on the calendar now?

2. Promote the active support of district and site administrators, faculty members and resource centers for special National Women's History Month programs and the development or purchase of women's history curriculum materials.

a. Who at your school or within your district will help you get the support you need for this project?

b. What strategies would be best to use in your district/school site?

3. Review the books and audio-visual materials about women in U.S. history available in your school library.

a. Compile a list of the appropriate holdings in your collection, for distribution to faculty members.

b. Are there gaps in the collection? What materials are needed to fill those gaps? (See the NWHP Catalog for titles currently available for K-12 student use.)

4. Convene a planning group early in the school year to plan district or schoolwide programs or activities to celebrate National Women's History Month. (See *101 Wonderful Ways to Celebrate Women's History*, available through the NWHP Catalog.)

a. Be sure to make the planning group representative of your community and the various groups involved with your school(s), such as: students, teachers, parents, administrators, librarians, sex equity officers, and representatives from local women's organizations.

b. What specific administrative support could this group secure? How?

c. What other methods of program planning might also be effective?

5. Inform the media about your various district/site activities, and encourage media coverage. Women's history programs provide interesting subjects for feature articles in newspapers, and for radio and television spots.

a. Do activities at your school routinely receive coverage by the media?

b. How could your district/school arrange for more coverage?

The National Women's History Project has developed several items that will be useful to you in generating community support for women's history. Speeches, short biographies, display materials, and Public Service Announcements areavailable each year. For information on these and other useful publications, request a copy of the National Women's History Project Catalog. Write to: NWHP 7738 Bell Road, Windsor, CA 95492. Or call 707-838-6000.

Women's History Potpourri

Here are a variety of facts concerning the lives of many different women. We suggest that you use these for posters, research topics, quiz materials, announcements in daily bulletins, placards in the hallways, library and cafeteria.

Who founded Bethune-Cookman College, established the National Council of Negro Women, and served as an advisor on minority affairs to President Franklin D. Roosevelt?
**** Mary McLeod Bethune (1875-1955) ****

What woman needed President Grant's approval before she could receive her law degree? In 1879 she became the first woman admitted to practice before the Supreme Court.
**** Belva Lockwood (1830-1917) ****

Who was the first Asian-American woman elected to the U.S. Congress?
**** Patsy Takamoto Mink (b. 1927) ****

What Black woman refused to give up her seat to a White man, in Montgomery, Alabama, in 1955, thus sparking the civil rights movement of the following decade?
**** Rosa Parks (b. 1920) ****

Who was the first woman to run for president of the United States (1872)?
**** Victoria Woodhull (1838-1927) ****

Who opened up social work as a profession for women, and also won the 1931 Nobel Peace Prize for her anti-war organizing work?
**** Jane Addams (1860-1935) ****

Which Hispanic woman was repeatedly the leading money winner in the Ladies Professional Golf Association?
**** Nancy Lopez (b. 1957) ****

Who printed the first copies of the Declaration of Independence in 1776?
**** Mary Katherine Goddard (1738-1816) ****

What woman, married to a U.S. President, developed her own solid reputation as a tireless campaigner for world peace and equality?
**** Eleanor Roosevelt (1884-1962) ****

Who wrote the first version of the Equal Rights Amendment, in 1923?
**** Alice Paul (1885-1977) ****

In 1939, what famous Black concert singer was barred from singing in Washington's Constitution Hall because of her race? 75,000 people came to hear her sing on the steps of the Lincoln Memorial, instead.
**** Marian Anderson (b. 1902) ****

What Cree Indian woman has written and recorded many albums of songs dealing with the situation of American Indians in this country?
**** Buffy Sainte-Marie (b. 1941) ****

Who was the only Representative in Congress to vote against U.S. entry into both World War I and World War II?
**** Jeannette Rankin (1880-1973) ****

What leading suffragist was arrested and convicted of attempting to vote in the 1872 national election?
**** Susan B. Anthony (1820-1906) ****

Who was the first Chinese-American woman ever elected to hold a statewide office in the United States?
**** March Fong Eu (b. 1929) ****

What journalist traveled around the world in 72 days in 1890?
**** Nellie Bly (1867-1922) ****
(real name: Elizabeth Cochrane Seaman)

What woman was turned down by 29 medical schools before being accepted as a student, graduated at the head of her class, and became the first licensed woman doctor in the U.S.?
**** Elizabeth Blackwell (1821-1910) ****

What former slave was a powerful speaker for the rights of women and Blacks?
**** Sojourner Truth (1797?-1883) ****

Who worked side-by-side with Eli Whitney to invent the cotton gin?
**** Catherine Greene (1755-1814) ****

When was the Equal Rights Amendment first introduced into Congress?
**** 1923 ****

Who was instrumental in devising the Union strategy which ultimately won the Civil War?
**** Anna Ella Carroll (1815-1893) ****

Who was the last Queen of the Hawaiian Islands, deposed because American business interests wanted to annex Hawaii to the U.S.?
** **Queen Liliuokalani (1838-1917)** **

Which woman was banished from the Massachusetts Bay Colony for holding religious discussion meetings in her home?
** **Anne Hutchinson (1591-1643)** **

Who spoke out for the advancement of American Indians' rights from speakers' platforms nationwide and before Congressional committees in the 1880s?
** **Sarah Winnemucca (1844-1891)**

Who drove a stagecoach across the roughest part of the West without anyone knowing until she died that she was a woman?
** **Charlie Parkhurst (c. 1879)** **

Who was the first Hispanic woman to served as U.S. Treasurer?
** **Romana Bañuelos Ortega (b. 1925)** **

Who was the first astronomer ever to discover a comet by telescope, in 1847? She was awarded a gold medal by the King of Denmark.
** **Maria Mitchell (1818-1889)** **

Who is Chair of the Board and publisher of The Washington Post and Newsweek magazine, and also oversees six broadcasting stations?
** **Katherine Graham (b. 1917)** **

Who was the world's first Black person in modern times to build a large manufacturing enterprise? She produced hair and skin care products, and became the first female Black millionaire.
** **Madam C. J. Walker (1867-1919)** **

About 20,000 women shirtwaist workers staged a strike for better working conditions. Their action was called "The Uprising of the 20,000." When and where did this strike occur?
** **1909, in New York City** **

When did officials of Little League baseball announce they would "defer to the changing social climate" and let girls play on their teams?
** **1974** **

Which dancer revolutionized dance with her progressive ideas in the early 1900s?
** **Isadora Duncan (1878-1927)** **

As Vice President of the United Farm Workers, what woman has been vital in speaking for civil and ecomonic rights for farmworkers throughout the U.S.?
** **Dolores Huerta (b. 1930)** **

When did Title IX of the Education Amendments (1972) go into effect, prohibiting discrimination on the basis of sex in federally funded school programs and activities.
** **1976** **

What woman was invited to teach nuclear physics at Princeton University, even though no female students were allowed to study there?
** **Chien-Shiung Wu (b. 1912)** **

What woman served as a "conductor" on the underground railroad, freeing hundreds of southern slaves and leading them to safety in the North? A $40,000 reward was offered for her capture.
** **Harriet Tubman (1820-1913)** **

Who was the author of *Uncle Tom's Cabin*, the book which was a significant factor in the rise of anti-slavery sentiment leading up to the Civil War?
** **Harriet Beecher Stowe (1811-1896)** **

Who is revered for her contributions to Puerto Rican traditions, folklore and feminist ideals?
** **Maria Cadila de Martinez (1886-1951)** **

What woman is credited with helping free more than 2,000 Chinese women smuggled into San Fransisco as slaves?
** **Donaldina Cameron (1869-1968)** **

Who was the first American Black woman poet to be published in the U.S.?
** **Phillis Wheatley (1753-1784)** **

Who pioneered in the field of industrial time and motion efficiency, using her theories to organize her own home and twelve children?
** **Lillian Gilbreth (1878-1972)** **

What major national bakery was started by Margaret Fogarty Rudkin (1897-1967) from her additive-free, home-baked bread.
** **Pepperidge Farms**

Who was the Shoshone Indian woman who served as guide and interpreter on the Lewis and Clark expedition?
** **Sacajawea (c.1786-1812)** **

Who was the first Black woman elected to Congress?
** **Shirley Chisholm (b. 1924)** **

Who was the first woman rabbi in the U.S., ordained in 1972?
** **Sally Priesand (b. 1947)** **

Who was the 17-year-old sculptor for whom President Lincoln posed, and who later sculpted the statue of him now in the Capitol Rotunda?
** **Vinnie Ream (1847-1914)** **

What woman, the daughter of an Omaha Indian Chief, became an effective reformer and lecturer on behalf of Indians?
** **Susette LaFlesche (1854-1903)** **

Who was the first woman to receive the Congressional Medal of Honor, awarded for her work as an army surgeon during the Civil War? (Her medal was withdrawn when she became involved in the woman suffrage movement.)
** **Dr. Mary Walker (1832-1919)** **

What female singer was instrumental in getting bilingual education legislation enacted in the State of California?
** **Vikki Carr (b. 1941)** **

What woman wrote the poem "Battle Hymn of the Republic" which was later set to the tune of "John Brown's Body"?
** **Julia Ward Howe (1819-1910)** **

What member of the House of Representatives - who later received the National Motherhood Award - claims to be the only person to take the Congressional oath while clutching a handbag filled with disposable diapers?
** **Patricia Schroeder (b. 1940)** **

What woman's skill as an artist and teacher saved her New Mexico village from poverty and established a firm economic base for her community?
** **Maria Martinez (1887-1980)** **

In 1985 she became the first woman to win the 1,000-mile Iditarod Trail Sled Dog Race, a 32-day race from Anchorage to Nome, Alaska.
** **Libby Riddles**

What 16-year-old made a rain-drenched, 40-mile midnight ride on horseback in 1777, to warn of the British march on rebel supplies at Danbury, Connecticut?
** **Sybil Ludington (1761-1839)** **

What woman organized the first Women's Rights Convention and publicly called for the right to vote for women, in 1848?
** **Elizabeth Cady Stanton (1815-1902)** **

Who was the first woman chosen by a major political party to run for Vice President of the United States?
** **Geraldine Ferraro (1935-)** **

Who was the first U.S. citizen to be named a saint?
** **Francesca Xavier Cabrini (1850-1917)** **

Who was the first woman elected to the National Academy of Sciences, in 1925? Her field: anatomy
** **Florence Rena Sabin (1871-1953)** **

What Jewish poet wrote the famous poem now on the base of the Statue of Liberty?
** **Emma Lazarus (1849-1887)** **

Who was co-founder of the Japanese American Reparations Committee?
** **Ying Lee Kelley (1933-)** **

Who was the first American woman astronaut to travel into space?
** **Sally Ride (1951-)** **

Who was the first woman to have her picture on a U.S. dollar?
** **Martha Washington (1886)** **

Who was the astronomer who identified and classified more stars than anyone else in the world?
** **Annie Jump Cannon (1863-1941)** **

Who was the first woman to complete an around-the-world solo flight?
** **Jerrie Mock (1925-)** **

What woman dared to be the first person ever to go over Niagara Falls in a barrel in 1901?
** **Anna Taylor** **

Who was the first female member of the Harlem Globetrotters basketball team in 1985?
** **Lynette Woodard** **

March 1995

March 1996

March 1995

March 1996

March 1995
March 1996

Logos for National Women's History Month
We invite you to use the National Women's History Month logo for promoting NWHM activities in your school or community. The logo is registered, and may not be altered or used for commercial purposes.

Biographical Information Sources

Many women's history activities require biographical information about the lives of notable women. While general reference sources may lack information about the women whose names and deeds are becoming increasingly known to us, a wide variety of biographical resources is now available.

ELEMENTARY

*** Multicultural Curriculum Units**
National Women's History Project
Three elementary-level units, each containing six biographies, coloring pages, student activities.

*** Multicultural Women's History Curriculum Unit**
National Women's History Project
Biographies and student activities for Felisa Rincon de Gautier, Mary Shadd Cary, Frances Willard, Ada Deer, and Tye Leung Schultz.

*** American Women in Science - Set 1**
The Equity Institute
Ten biographies of women in a variety of science occupations; focus is on their childhoods. Multicultural.

*** American Women in Science - Set 2**
The Equity Institute
Five biographies of women with major disabilities active in a variety of science occupations. Multicultural.

MIDDLE SCHOOL

Faces and Phases of Women
National Women's Hall of Fame , 76 Fall St., Seneca Falls, NY 13148. (315)568-2936.
Two-page biographies and charcoal sketches of the first 31 women to be inducted into the National Women's Hall of Fame. Accompanied by a timeline, glossary and activities.

The Times and Triumphs of American Women
National Women's Hall of Fame , 76 Fall St., Seneca Falls, NY 13148. (315)568-2936.
Companion piece to the above volume, featuring portraits, biographies and study questions as well as puzzles, a 14-character play, list of notable women's birthdates, and more.

***Science is Women's Work: Photos and Biographies of American Women in the Sciences**
National Women's History Project
Twenty-four 8 1/2"x 11" photos and corresponding one-page biographies make this booklet an excellent introduction to outstanding women from 18 different fields.

***Great Women in the Struggle**
Toyomi Igus, ed.
Profiles 84 African-American women of achievement, with one-page biographies and accompanying photos.

*** A Story of Her Own: A Resource Guide for Teaching Literature by Women**
Mary Lyons - NationalWomen's History Project
Teaching guide and 15 biographical posters.

Her Way - Biographies for Young People
Mary Ellen Kulkin. Chicago: American Library Association, 1976.
Short biographies of hundreds of women, easy-to-read format.

SECONDARY AND ADULT

Continuum Dictionary of Women's Biography
Jennifer S. Uglow, ed. NY: Continuum Pub., 1989.
Short biographies of 1,500 women worldwide.

*** Famous American Women: A Biographical Dictionary from Colonial Times to the Present**
Robert McHenry, editor
Short biographies of over 1,000 women in U.S. history, arranged aphabetically with an index by field of endeavor.

*** Notable American Women: 1607-1950**
Edward T. and Janet Wilson James, editors
Contains biographical information on 1,359 women who have made major contributions to U.S. history. Death dates prior to 1950.

*** Notable American Women: The Modern Period**
Barbara Sicherman and Carol Hurd Green, editors
Biographies of 442 women who have made notable contributions; death dates between 1950-1975.

Biographies of American Women: An Annotated Bibliography
Patricia E. Sweeney. Santa Barbara, CA: ABC-CLIO, 1990.
1.391 listings; indexed by profession or type of activity. 290 pages, cloth.

***Epic Lives: 100 Black Women Who Made a Difference**
Jessie Carney Smith
Biographies and photos of both famous women and unsung pioneers who have achieved in a wide variety of fields throughout American history.

Notable Black American Women
Jessie Carney Smith, ed. Detroit: Gale Research, 1992.
Rich narrative biographical essays on 500 women of achievement. 1,334 pages, cloth.

*** Black Women in America: An Historical Encyclopedia**
Darlene Clark Hine, ed.
A fabulous resource, this is the most comprehensive work ever published on African-American women and the organizations and events that have shaped their lives over the past 300 years. Two volumes.

*** Women in Science: Antiquity through the Nineteenth Century: A Biographical Dictionary**
Marilyn Bailey Ogilvie
186 profiles of women scientists, with a classified, annotated bibliography.

*** Women in Mathematics**
Lynn M. Osen
Outlines the impact women have had on mathematics; profiles the lives of individuals and describes the contexts in which they worked.

*** Women of Science: Righting the Record**
G. Kass-Simon & Patricia Farnes, eds.
Organized by scientific field, this new work offers new insight into the women pioneers in a wide range of the sciences. Biographical information as well as analysis of the obstacles to greater participation by women in science.

Women in History - computer software
Hartley Courseware, Inc., 133 Bridge St., Dimondale, MI 48821. (800) 247-1380.
Thirty-four prominent women of the world from the last two centuries are included. Initially, the resource is not ethnically balanced, but editing is so simply accomplished that it can easily be tailored to particular needs and interests. Apple format.

*** Norton Anthology of Literature by Women**
Sandra Gilbert & Susan Gubar, eds.
Includes short biographies of the many authors whose works are included in this massive volumne; covers English literature from the Middle Ages to the present.

***Bloomsbury Guide to Women's Literature**
Claire Buck, ed.
A thorough reference guide on women's literature, this volume covers a vast range of cultural groups worldwide; moves from ancient to comtemporary authors. A-Z reference section of authors and major works.

***Notable Hispanic American Women**
Diane Telgen & Jim Kamp, eds.
Nearly 300 fascinating entries of Hispanic women of achievement; covers a broad range of fields of activity.

*** Las Mujeres: Mexican American/Chicana Women**
National Women's History Project
Photos and biographies of 17 women from 1700s to the present. In English and Spanish.

***Native American Women: A Biographical Dictionary**
Gretchen M. Bataille, ed.
Each entry includes facts about the accomplishments of the individual, her tribe, and participation in or contribution to causes, issues, and historical movements.

ALL GRADES

*** Notable Women Photo Display Kit Set I and Set II**
National Women's History Project
Each set contains 8"x 10" photographs and half-page biographical sketches of 24 women from all walks of life who have made notable contributions to U.S. history.

*** Outstanding Women in Mathematics and Science Display Kit**
National Women's History Project
Twenty-two scientists and mathematicians from a wide range of specialities are profiled. An 8"x 10" photo of each woman is accompanied by a short biography.

*** "Celebrate Women!" poster**
National Women's History Project
Names, birthdates and contributions of over 850 women in U.S. history. 24" x 37"

*** "Write Women Back Into History" poster**
National Women's History Project
Names, dates and contributions of over 222 women in U.S. history. 20"x 26"

Items with an asterisk (*) are available through the National Women's History Project Catalog as of Fall 1993. For a copy of the current catalog send $1 to: NWHP, 7738 Bell Road, Windsor, CA 95492. Or call (707)838-6000.

(Revised January, 1994)

Women's History Reference Books

Almanac of American Women in the 20th Century
Judith Freeman Clark, Prentice Hall Press, 1987.
The facts and details of women's history from 1900 to 1987, set out chronologically, melded in with short biographies, topical essays and photos. Grades 8-adult.

*** American Women Artists**
Charlotte Streifer Rubinstein
Here is a review of hundreds of women artists and their works, brought to life with anecdotes about the times in which they lived and the society that influenced their art. Grades 9-adult.

American Women in Sports, 1887-1987: A 100-Year Chronology
Sparhawk,et. al, eds. , Scarecrow Press, 1989.
Includes both developments in amateur athletics and the growing presence of women in professional sports, charted in a chronological format. Grades 8-adult.

*** Black Women in America: An Historical Encyclopedia**
Darlene Clark Hine, ed.
A fabulous resource, this is the most comprehensive work ever published on African-American women and the organizations and events that have shaped their lives over the past 300 years. Two volumes.

***Bloomsbury Guide to Women's Literature**
Claire Buck, ed.
A thorough reference guide to women's literature, this volume covers a vast range of cultural groups worldwide; moves from ancient to contemporary authors. A-Z reference section of authors and major works. Grades 9-adult.

*** Book of Women's Firsts: Breakthrough Achievements of Almost 1,000 American Women**
Phyllis J. Read and Bernard L. witlieb
A multicultural trove of vignettes about women who "made it" in science, business, the fine arts, medicine, etc. Grades 9-adult.

*** Chinese Women of America: A Pictorial History**
Judy Yung
The first complete history of Chinese-American women. Utilizing oral history interviews with 250 women of diverse backgrounds, over 130 photographs, and archival research findings, the book gives an excellent portrayal of a wide range of Chinese-American women. Grades 9-adult.

The Continuum Dictionary of Women's Biography
Jennifer S. Uglow, ed. Continuum Publishing, 1989.
Essential details of the lives of 1,500 women chosen from all periods and all cultures are included, with emphasis on the British Isles, the Commonwealth, North America and Europe. Whenever possible, an autobiography or serious biographical study is noted. Comprehensive subject index. Grades 8-adult.

***Encyclopedia of Feminism**
Lisa Tuttle
A reference to the major figures, events, organizations, books and ideas of the women's movement, contemporary and historical. Grades 9-adult.

*** Famous American Women: A Biographical Dictionary from Colonial Times to the Present**
Robert McHenry, ed.
Over 1,000 short biographical sketches. Arranged alphabetically, indexed by field. An index of significant women's organizations is also included. Grades 9-adult.

*** Handbook of American Women's History**
Angela Howard Zophy and Frances Kavenik, eds.
An absolute treasure trove of facts, definitions, and essential bibliographies about crucial events, movements, concepts, organizations and individuals, right at your fingertips. Grades 8-adult.

***Harlem Renaissance and Beyond: Literary Biographies of 100 Black Women Writers**
Lorraine Elena Roses and Ruth Elizabeth Randolph
Short biographies and selected bibliographies of important Black writers of this period. Does not include excerpts from their work. Cross-referenced by genre. Grades 9-adult.

Her Way: Biographies of Women for Young Readers
Mary Ellen Kulkin. American Library Association, 50 E. Huron Street, Chicago, IL 60611.
Brief biographies of 260 women, of particular interest to young readers, are followed by subject indexes and annotated bibliographies for further (K-12) reading on approximately 800 women. Grades 6-8.

Mothers and Daughters of Invention Notes for a Revised History of Technology
Autumn Stanley, Scarecrow Press, 1993.
Encyclopedic work covers women inventors and their work, from prehistory to the present. Grades 9-adult.

*** Mothers of Invention**
Ethlie Ann Vare & Greg Ptacek
Discoveries and inventions by women, from the miraculous to the mundane, organized by category. Includes inventions by scientists, mathematicians, businesswomen, housewives and children. Grades 9-adult.

***Native American Women: A Biographical Dictionary**
Gretchen M. Bataille, ed.
Each entry includes facts about the accomplishments of the individual, her tribe, and her participation in or contribution to causes, issues, and historical movements. Grades 9-adult.

*** The Norton Anthology of Literature by Women**
Sandra M. Gilbert and Susan Gubar, eds.
Organized chronologically, the encyclopedic volume is full of excellent notes and thumbnail biographies that increase the scope of its reference far beyond its stories, essays and poems. Grades 9-adult.

*** Notable American Women: 1607-1950**
Edward T. and Janet Wilson James, eds.
A landmark compilation, including the life stories of 1,359 women who influenced their time and society. Written in an informative and lively styl; describes the life and work of each woman within the context of her historical period. A must for all libraries.
Grades 9-adult, 3 volumes.

*** Notable American Women: The Modern Period**
Barbara Sicherman and Carol Hurd Green, eds.
A companion to the 3-volume set, this resource includes life stories of 442 women who died between 1951 and 1975. As in the 3-volume work, the lives of these women are diverse and well researched.
Grades 9-adult.

Notable Black American Women
Jessie Carney Smith, ed Gale Research, 1992.
Rich narrative biographical essays on 500 women of achievement. Grades 9-adult.

*** Notable Hispanic American Women**
Diane Telgen and Jim Kamp, eds.
Gale Research, Inc, 1993.
Nearly 300 entries, short biographies of contemporary and historic Hispanic women from a wide range of ethnic backgrounds and occupations; cross referenced by both. Grades 9-adult.

*** Sisterhood is Global**
Robin Morgan, ed.
Each of the 68 original articles is preceded by the history and statistics on the status of women in that country. Includes information on life expectancy, civic, religious, educational and employment rights, cultural practices and more. Grades 9-adult.

Women and Religion in America
Rosemary Radford Ruether and Rosemary Skinner Keller, eds Harper & Row, 1981.
A pioneering work, this acclaimed series is the essential resource on the role of women in American religion. Three volumes, *The Colonial and Revolutionary Periods, The Nineteenth Century,* and *1900-1968.*
Grades 9-adult.

*** Women and Music: A History**
Karin Pendle, ed.
This engaging book includes women's contributions to musical performance, composition, teaching, and patronage, from ancient times to the present.
Grades 9-adult.

*** Women in Mathematics**
Lynn M. Osen
From antiquity to the opening decades of the 20th century, the author traces the impact women have had on the development of mathematics, profiles their individual lives, and explores the social context in which they worked. Grades 9-adult.

Women in Particular
Kali Herman, Oryx Press, 1984
A thorough index to biographical materials about particular women. The entries are all cross-referenced by occupation, ethnicity, religion, and geographic location! Grades 9-adult.

*** Women in Science: Antiquity Through the Nineteenth Century, a Biographical Dictionary**
Marilyn Bailey Ogilvie
Over 180 profiles of individual women, plus essays relating the actual participation of women in science over the past 250 years to the general state of science and philosophical ideas about the role of women in society. A classified, annotated bibliography completes the book. Grades 9-adult.

*** Women of Science: Righting the Record**
G. Kass-Simon & Patricia Farnes, eds.
Organized by scientific field, this work offers new insight into the women pioneers in a wide range of sciences. Biographical information as well as analysis of the obstacles to greater participation by women in science. Grades 9-adult.

Women in the World: Annotated History Resources
Lyn Reese & Jean Wilkinson, Scarecrow Press, 1987.
Insightful reviews of readily available general reference and background books, autobiographies, first-person accounts, fiction and curriculum resources. Grades 7-adult.

*** Women's Encyclopedia of Myths and Secrets**
Barbara Walker
Over 1,350 entries, in alphabetical order about word orgins, traditions, legends and superstitions whose meanings all but been forgotten. Impressive scholarship and a browser's delight. Adult.

*** Women's Sports: A History**
Allen Guttman
Concise and well-researched survey of European and U.S. women's participation in athletics from antiquity to the present. Grades 9-adult.

*** Women's Suffrage in America: An Eyewitness History**
Elizabeth Frost and Kathryn Cullen-DuPont
Hundreds of first-hand accounts from diaries, letters, speeches and newspapers. Focuses on national leaders and events. Grades 9-adult.

Those items preceded by an asterisk (*) are available through the National Women's History Project Catalog, as of Fall 1993. For a copy of the current catalog, contact: ***National Women's History Project,*** *7738 Bell Road, Windsor, CA 95492. (707) 838-6000.*

Information Sources

For planning your programs and activities or for conducting research, you might find the information available from the following organizations helpful. Catalogs are available as indicated. (revised 9/93)

INDIAN HISTORIAN PRESS
Publishes books on American Indian history. 1493 Masonic Ave., San Francisco, CA 94117 (415) 626-5235.

ASSOCIATION FOR THE STUDY OF AFRO-AMERICAN LIFE AND HISTORY
The originator of Negro History Week, now Black History Month. Promotes historical research and writing, collects manuscripts and materials, and publishes information on Afro-American history. 1407 Fourteenth Street NW, Washington, DC 20005. (202) 667-2822.

CHICANA RESEARCH AND LEARNING CENTER
Extensive database on Chicana women: biographies, and photographs, bibliographies in English and Spanish. Can help locate specialized materials, data or publications. Very modest fee for services. 1100 East 8th Street, Austin, TX 78702. (512) 477-1604.

JAPANESE AMERICAN CURRICULUM PROJECT
$3 catalog lists educational materials of all sorts by and about Japanese Americans, categorized by age group of user. 234 Main Street, San Mateo, CA 94401. Phone: (415) 343-9408.
FAX: (415)343-5711.

LESBIAN HERSTORY EDUCATIONAL FOUNDATION
Maintains extensive archives on lesbian history; has guest speakers list, slide shows for schools and community groups, and traveling exhibit; publishes a comprehensive newsletter. PO Box 1258, New York, NY 10116. (718) 768-3953.

NATIONAL ARCHIVES FOR BLACK WOMEN IN HISTORY
Comprehensive collection of materials about Black women throughout U.S. history, traveling exhibits, brochures, videotapes, booklets, poster series. 1318 Vermont Avenue NW, Washington, DC 20005. (202) 806-7239.

NATIONAL COWGIRL HALL OF FAME
Information and extensive photograph collection. 515 Avenue B, PO Box 1742, Hereford, TX 79045. (806) 364-5252.

NATIONAL WOMEN'S HALL OF FAME
Free catalog describes their posters, books, calendars, traveling exhibit and other information available about women in U.S. history, especially focused on the women honored in the Hall of Fame. 76 Fall St., Seneca Falls, NY 13148. (315) 568-2936.

NATIONAL WOMEN'S HISTORY PROJECT
Originators and primary promoters of National Women's History Month. Extensive library and photo files on women in U. S. history, information on print, media, and research sources. Semi-annual catalog of multicultural books, posters, curriculum and celebration materials ($1). 7738 Bell Road, Windsor, CA 95492. (707) 838-6000.

UPPER MIDWEST WOMEN'S HISTORY CENTER
Extensive library of materials on women in world cultures, both historical and contemporary. They produce curriculum and conduct teacher training workshops. Free catalog of curriculum materials, film strips and computer software for secondary and post secondary use. s/o Susan Gross, Hamline University, 1536 Hewitt, St. Paul, MN 55104 (612) 644-1727.

WOMEN'S BUREAU, U. S. DEPARTMENT OF LABOR
The Women's Bureau has been keeping statistics and producing informational pamphlets on women in the workforce since about 1920. An excellent source of information on the current status of working women. Room S3305, U.S. Dept of Labor, 200 Consititution Ave. NW, Washington, DC 20210 (202) 219-6593.

WOMEN'S HISTORY NETWORK
A participant organization of over 650 individuals and groups interested in sharing women's history information and experiences planning women's history programs and celebrations. Quarterly newsletter, semi-annual annotated participant directory. Network c/o NWHP, 7738 Bell Road, Windsor, CA 95492. (707) 838-6000.

WOMEN'S SPORTS FOUNDATION
A multitude of resources about women and girls in sports, including the Women's Sports Hall of Fame, films, videotapes, statistical reports, and posters. Eisenhower Park, East Meadow, NY 11554. (800) 227-3988, or from NY call (516) 542-4700.

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Print Resources

WOMEN IN PARTICULAR: AN INDEX TO AMERICAN WOMEN
Kali Herman, Oryx Press, 1984
Five indexes combined into one volume. Approx. 1,400 American women cross-referenced by the following indexes: Field and Career Index; Religious Affiliation Index; Ethnic and Racial Index, Geographical Index; and Alphabetical Index. Each entry gives brief vital information, and references to where further information can be found.

WOMEN REMEMBERED: A GUIDE TO LANDMARKS OF WOMEN'S HISTORY IN THE UNITED STATES
Marion Tinling, Greenwood Press, 1986
Organized by region, state, and individual town or city, this is a treasure trove of historic homes and other sites paying tribute to notable women from history. Indexed by individual women's names. 796 pages, cloth.

WOMEN'S COLLECTIONS: LIBRARIES, ARCHIVES, AND CONSCIOUSNESS
Suzanne Hildenbrand, ed.
Haworth Press, 1986
Includes extensive information on a wide variety of women's history archives and collections nationwide. 194 pages, cloth.

WOMEN'S HISTORY RESOURCES
National Women's History Project
Extensive lists of women's history resources, updated biennially, including the eight lists in this publication, films / videos, museums and archives, and resource lists for African- American, American Indian, Hispanic and Asian-American women.

WOMEN'S HISTORY SOURCES
Andrea Hinding, ed.
R.R. Bowker Company, 1979
A survey report of archives and manuscript repositories for sources pertaining to women's history in the United States, from the colonial period to 1976. Contains descriptions of 18,026 archival collections and 1,586 manuscript collections, arranged geographically by state and city, indexed by women's names. For the in-depth researcher,
2 volumes, 1505 pages, cloth.

This list was compiled by the National Women's History Project, 7738 Bell Road, Windsor, CA 95492.

Women's History Poster Sources

Every year, more and more posters appropriate for women's history displays are becoming available. The following list will give you a good start in your search. Please let us know about other sources you might discover.
Items with an asterisk (*) are available through the 1993 National Women's History Project Catalog .

*** National Women's History Month Commemorative Poster**
National Women's History Project
Each year the National Women's History Project adopts a theme and develops a commemorative poster for National Women's History Month. The poster usually features five to ten women, outstanding for their contributions in a variety of fields. Current year and posters since 1983 are available. Full color, usually 18" x 24," $6.00 each (discount available for bulk orders of current poster). For full description, see NWHP Catalog.

*** National Women's History Week/Month Poster Collection**
National Women's History Project
Includes ten historic National Women's History Week/ Month Posters from 1983 to 1993. $36.00.

Achievements of American Women
Hayes School Publishing Co., Inc., 321 Pennwood Ave., Pittsburgh , PA 15221. (800) 245-6234.
Eight two-color posters each featuring several candid photographs and brief biographical sketches demonstrating the achievements of women in particular fields. Topics include: Firsts, Science, Art and Literature, Performing Arts, Government, Social Reform, Sports, and the Common Woman. Multicultural.
12"x 18" $4.95

American Jewish Women
American Jewish Archives (Ruth Kreimer) c/o Hebrew Union College, 3101 Clifton Ave., Cincinnati, OH 45220. (513) 221-1875.
Nine posters, printed in several colors on heavy stock. Eight feature such notable American Jewish women as poet Emma Lazarus, and suffragist Ernestine Rose. One commemorates the 10th anniversary of women in the rabbinate. One set free to libraries. Free catalog. Individual posters, 18"x 24" $4.00 each.

*** A Salute to Historic Black Women**
Empak
An attractive and colorful collage of original portraits of notable Black women, from colonial times to the present. 20"x 28" $9.95

Biographical Posters of Black Women
Empak Publishing, (800) 477-4554
Full-color posters, each featuring an original portrait surrounded by scenes from the woman's life. Available are: Harriet Tubman, Sojourner Truth, Madam C.J. Walker, Mary McLeod Bethune, Ida B. Wells Barnett. 19"x 29" $9.95 each

Black Women: Achievements Against the Odds
Smithsonian Institution. Contact Carolynne Harris, SITES, 1100 Jefferson Dr. SW, Room 3146, Washington, DC 20560. (202)357-3171.
Set of 20 oversized posters acquaints viewers with 120 Black women whose accomplishments in 16 fields have changed our lives. Organized around 18 featured women drawn in carbon pencil, with scenes from their lives and placing them in historical perspective.

Black Women in America: Contributions to Our Heritage
Bethune Museum and Archives, 1318 Vermont Ave, NW, Washington, DC 20005. (202) 332-1233.
This kit includes twenty 16"x 20" black/white posters, a book of biographical histories and photographs, and a teaching unit for grades 6-12.

*** Celebrate Women!**
Margaret Zierdt- National Women's History Project
A sampler of birthdays of over 750 women who have left their marks on U.S. history, with a short biographical statement about each woman. Laid out in columns for each month of the year. Full color. Revised 8/91. 24"x 37" $9.95

*** Celebrating Black Women's History**
National Women's History Project
A beautiful two-color poster featuring portraits of Sojourner Truth, Harriet Tubman, Mary McLeod Bethune, Marian Anderson, Lorraine Hansberry, Lena Horne, Rosa Parks, Madam C.J. Walker and Wilma Rudolph. 18"x 24" $6.00

***Celebrate Women's History Coloring Poster**
National Women's History Project
Features 12 women from history; poster is perfect for an individual or group coloring project. 24"x 34" $4.00

Contemporary Personalities
Weber Costello, (800) 238-6009
Wonderful, full-color 11 ½" x 15 ½" poster sets on heavy paper with biographical notes on each poster face, brief guide for teachers with each set: Contemporary Asian Americans (#232926), North American Indian Personalities (#232538), 20th-Century Black Personalities (#951020), 20th-Century Hispanic Americans (#963835), and 20th-Century American Women (#963827), and Contemporary Black Personalities (#160689). Women comprise about half of each ethnic set; some sets are printed on both sides. $14.-$15. per set

***Discover a New World: Women's History**
National Women's History Project
A complex and intriguing graphic invitation to learn more about the women and events of multicultural women's history. 17"x 23" $6.00

Great American Women
Knowledge Unlimited
PO Box 52, Madison, WI 53701-0052
(800) 356-2303 FAX: (608) 831-1570
Colorful portraits of ten notable women, each with a short biography printed on the poster. Set includes: Susan B. Anthony, Eleanor Roosevelt, Emily Dickinson, Rachel Carson, Abigail Adams, Wilma Rudolph, Helen Keller, Sandra Day O'Connor, Georgia O'Keeffe, and Jane Addams. High-gloss finish, 17"x 22." Set of 10 $34.95

*** International Women's Day**
National Women's History Project
March 8 is International Women's Day, celebrated since 1910 in honor of working women throughout the world. The poster depicts women internationally, fired on ceramic tiles then photographed for a stunning effect. Full color. 18"x 24" $7.00

***Inventive Women Poster Set**
National Women's History Project
The creative genius of women is beautifully illustrated in this twelve-poster, multicultural set honoring women inventors. Each poster is 11"x 17." $24.00

Lakota Women: Keepers of the Nation
S.D. Dept. of Education & Cultural Affairs
700 Governor's Drive, Pierre, S.D. 57501-2291
(605) 773-4257
A powerful message of women's strong force as culture bearers. Four posters in the series, each honoring women elders of a different reservation – Rosebud, Cheyenne River, Pine Ridge and Sisseton-Whapeton – who are ensuring the survival of their nation. Each colorful poster has curriculum material on the back. 18"x 24" $5.00

*** Liberty Poster**
Paragraphics.
An attention-grabbing, huge, 3-color poster; 275 photos of historical women are uniquely combined to create the allegorical face of the Statue of Liberty. Includes key for locating specific individuals.
30"x 40" $8.95

National Women's Hall of Fame Poster Series
76 Fall Street, Seneca Falls, NY 13148.
(315) 568-2936.
The 31 posters of American Women of Achievement, part of the Faces and Phases of Women Learning Kit, are available separately from the National Women's Hall of Fame. Black and white. 11"x 14"

OEES Posters
Organization for Equal Education of the Sexes,
PO Box 438, Blue Hill, ME 04614 (207) 374-2489
A marvelous array of multicultural posters on women's history and nontraditional careers, many include biographical sheets. Most are two colors. 11"x 17." Send $2.00 for a catalog.

*** We Can Do It!**
National Women's History Project
Originally designed to recruit women for defense industry jobs during World War II, this bold poster features Rosie the Riveter showing her muscle and the slogan, "We Can Do It!" 18"x 24" $6.00

***Woman Suffrage Movement**
National Women's History Project
In the colors of the long suffrage campaign, purple and gold, the individuals and events of the movement are commemorated on this striking poster. An entire chapter of women's history in a compact format. 18"x 24" $6.00

*** Women and the Civil War**
National Women's History Project
Features photographs of notable women of the period, in the foreground, and historic images of women's activities in the background. Red, white and blue; 18"x 24" $6.00

***Women in Science and Mathematics**
National Women's History Project
Inspiring visual statement of 20 historic and contemporary women who have shaped the fields of science and mathematics. 22"x 27" $8.00

***Women Who Have Changed the World**
Gen. Conference of Women's Histories
Stunning poster features dozens of postage stamps from the U.S. and worldwide who have honored the contributions of women. 21"x 30" $9.50

*** Write Women Back Into History**
National Women's History Project
The names, dates and deeds of over 200 women from pre-colonial times to the present are chronologically arranged in script. Printed on glossy white paper with deep purple and turquoise ink, this is a poster to hang everywhere all year 'round. 20"x 26" $6.00

Display Kits

By the National Women's History Project

***Mexican-American/Chicana Women Photo Display**
Fascinating and comprehensive, this set contains rare photos of the personalities and events of Mexican-American/Chicana women's history. Twenty striking black-and-white 8 1/2"x 11" photos, plus bilingual descriptions. $12.00

*** Notable Women Photo Display Kits Set I and Set II**
Each set features twenty-four 8"x 10" b/w photos of womenfrom all walks of life, who have made contributions to our nation's history. Plus, half-page biography of each. Set I includes 19 notable individuals and 5 photos which honor "common women:" Asian American, Black, Hispanic, and American Indian, and European immigrants. Set II features 24 individuals. $12.00 each set.

*** Outstanding Women of Mathematics and Science Display Kit**
High-quality 8"x 10" photographs of scientists and mathematicians from a wide variety of fields and time periods; multicultural. Twenty-three photos with a short biography of each woman. Inspirational! $12.00

*** Woman Suffrage Movement Display Kit**
All the materials you will need for an informative bulletin board display. Twenty-four 5"x 7" black-and-white photos of the individuals and events of the 72-year campaign for women's voting rights, each captioned with historical information. Also included are reprints of historical documents, and colored paper mats for the photos. $12.00

*** Women and the Constitution Display Kit**
The six historical documents and sixteen captioned photos contained in this kit demonstrate women's relationship to the Constitution. Also included are: background information, suggestions for organizing your bulletin-board display, recommended resources, and red paper mats for the photos. $12.00.

Women's History Textbook Checklist

Title _____

Publisher _____

Year _____ **Grade Level** _____

There are 35 criteria to be scored. The highest possible rating is +70. The lowest is -70. This text scores _____.

		Incorrect Information -2	No Information -1	Omits This Period 0	Limited Information +1	Full Information +2
1.	The original American women wielded considerable power within their own societies.					
2.	Native women were not the overworked "drudges" described by many white observers.					
3.	Pocahontas and Sacajawea were not typical of Native American women.					
4.	The early European settlers included many women.					
5.	Textbook use of the English language obscures women's lack of human rights in colonial days and in the present.					
6.	Ann Hutchinson and other women challenged the male monopoly of religious leadership.					
7.	Women were imported to the colonies by London investors because their work and presence were profitable to business.					
8.	As indentured servants imported as cheap labor by wealthier colonists, women were doubly oppressed.					
9.	Most non-enslaved women enjoyed a greater degree of economic and social freedom than did European women of that time.					
10.	Women played a key role in the Revolution.					
11.	After the Revolution, women's options and freedoms were curtailed.					
12.	Differences also sharpened between the lives of ordinary, and of rich, women.					
13.	From the earliest industrial era, women's labor was especially exploited.					
14.	Women's right to education, like all extensions of human rights, was achieved through a determined struggle.					
15.	Women reformers accomplished major changes in U.S. society.					
16.	Many advocates of abolition — a cause in which women activists predominated — were also advocates of women's rights.					
17.	The 1848 Seneca Falls Convention signified the historic start of the suffrage movement.					
18.	Because women lacked legal rights, alcoholism posed a greater threat to them than it did to men.					

Women's History Textbook Checklist

	Incorrect Information -2	No Information -1	Omits This Period 0	Limited Information +1	Full Information +2
19. Enslaved Black women struggled against sexual, as well as racial, oppression.					
20. Black women also resisted oppressive laws.					
21. Women played a significant role in the Civil War.					
22. Women were essential to the "settlement" of the West.					
23. Wyoming and other western states granted women rights when it benefited the states to do so.					
24. Many Black women were active social reformers in the late 1800's and early 1900's.					
25. Women social reformers had significant impact upon aspects of urban life.					
26. In the early 1900's women workers were especially exploited. Some organized, despite lack of union interest in their conditions.					
27. The 1920 victory for women's suffrage represented years of costly sacrifice.					
28. Suffrage did not succeed in making women equal to men.					
29. The availability of birth control information was, perhaps, more important to women than suffrage.					
30. The 1920's "flapper" era did not significantly liberate women.					
31. White ethnic immigrants had greater chances for upward mobility than did Black women and men.					
32. The great labor struggles of the 1930's actively involved women of all colors.					
33. Women's labor has often been recruited, abused and discarded by business interests.					
34. Poor third world women face triple oppression today.					
35. Institutional change, not mere passage of the Equal Rights Amendment, is necessary to improve the status of U.S. women.					

Total _____

Textbook Final Score _____

The Council on Interracial Books for Children

Make a copy for each student's use in assessing your school's history textbooks. Report the findings to the publisher and request a response.

Curriculum Resources
Developed by
the National Women's History Project

WOMEN'S HISTORY CURRICULUM GUIDE
The ideal starting point for educators unfamiliar with women's history. Designed for elementary and secondary use, this multicultural guide includes puppets/paper dolls, short biographies, historical re-enactments, research and discussion questions, as well as recommended supplementary print and non-print resources. K-12, 63 pages.

MYSELF AND WOMEN HEROES IN MY WORLD
Marvelous flannel-board copymasters that bring to life exciting stories of adventure and personal strength accompany each of the six lively biographies. Multicultural in scope, the booklet features: Queen Liliuokalani, Maria Tallchief, Harriet Tubman, Amelia Earhart and Sojourner Truth. Grades K-4, 64 pages.

QUILT MAKING: A TRADITIONAL WOMAN'S ART FORM
Complete materials for an interesting and informative unit on quilt making. The set contains a dozen 8" traditional "quilt blocks," complete lesson plans for an art project introducing history and geometric principles, and a sample of pieced and quilted fabric for your class to handle. The sample blocks are printed in full color on coated card stock with presentation information on the reverse of each. Grades 1-6.

CELEBRATE WOMEN'S HISTORY ACTIVITY BOOKLET
A companion to the "Celebrate Women's History" poster or the *Heroes in Our History* coloring book, also published by the NWHP, this booklet features biographies of twelve women from diverse backgrounds, activities related to their lives and work, suggestions for further reading, and more. Grades 2-6, 24 pages.

MULTICULTURAL WOMEN'S HISTORY CURRICULUM UNIT
Reproducible biographies, worksheets and activities based on the lives of Mary Shadd Cary, Tye Leung Schulze, Felisa Rincon de Gautier, Frances Willard and Ada Deer, women from a variety of time periods and ethnic groups. Developed by experienced teachers for classroom use. Activities adaptable to any grade level. Grades 3-8, 40 pages.

HARRIET TUBMAN GAME AND STUDY SET
Explore the daring life of Harriet Tubman, who led slaves along the "underground Railroad" to freedom in the North. The game will help students understand the tremendous risks involved in fleeing slavery, and the bravery of Harriet Tubman. Set includes black-line game board (suitable for coloring and laminating), markers and die, and elementary-level study guide. Grades 2-6.

VILMA MARTINEZ
One of the most influential Hispanic women in the United States today, Martinez has led a remarkably active and effective life. She is best known for her work as director of the Mexican American Legal Defense and Educational Fund, an organization she helped build from a small legal service to a multifaceted civil rights organization. Her biography, in both English and Spanish, and the language arts activities of this unit, will make the details of her inspiring life accessible to young readers.

SCIENCE IS WOMEN'S WORK: PHOTOS AND BIOGRAPHIES OF AMERICAN WOMEN IN THE SCIENCES
A full-page photo and a biography for each of 26 scientists and mathematicians make this booklet an excellent introduction to outstanding women in eighteen different fields. Grades 4-8, 56 pages.

THE WOMAN SUFFRAGE MOVEMENT
Covering the years 1834-1924, the unit begins with suffrage's roots in the abolitionist movement, through the passage of the 19th Amendment to the U.S. Constitution, to the introduction of the Equal Rights Amendment in Congress. Illustrated with historical photographs, the unit provides language arts lessons, student activities and research questions, and a bibliography for further reading. Grades 5-12, 30 pages.

RECLAIMING THE PAST, REWRITING THE FUTURE
Features brief biographical descriptions of 42 contemporary women who are significant in their occupational areas. Covers seven topic areas: language arts, science, math, sports, arts, business, and social science, each with individual and classroom activities, discussion questions, research topics, language arts and community activities. Grades 5-10, 52 pages.

CONTRIBUTIONS OF WOMEN: A RESEARCH UNIT
Women's history is the topic of these clearly detailed lessons teaching effective library and interview research methods. Once students have their facts organized, they can apply them to a wide range of interesting activities. Includes detailed teacher's instructions for 14-16 class sessions over a 7-week period. Grades 6-12, 36 pages.

A STORY OF HER OWN: A RESOURCE GUIDE FOR TEACHING LITERATURE BY WOMEN
This unique guide contains ideas for integrating literature by women into existing curriculum, bibliographies of literature by women and lists of non-print resources, a reproducible game and mini-script for student use. As a bonus, the unit comes with 15 small posters of notable women authors including: Kate Chopin, Charlotte Perkins Gilman, Zora Neale Hurston, Ursula K. LeGuin, Virginia Woolf and Alice Walker. Grades 7-12, 32 pages plus posters.

COURAGEOUS VOICES CURRICULUM UNIT
Short biographies of over 100 women who have made their mark through skillful use of the English language – orators, journalists, novelists, poets, technical writers, and the like. Each of the eleven sections includes classroom and individual activity suggestions.
Grades 8-12, 48 pages.

LAS MUJERES: MEXICAN-AMERICAN/CHICANA WOMEN
Featured are full-page photographs and biographies in English and Spanish of 17 women from the 1700s to the present. Most of the women featured have made significant contributions to the public arena; some are examples of the important roles women play within their families and communities. Grades 6-adult, 40 pages.

WOMEN AND THE CONSTITUTION
Designed to help secondary students appreciate the role of women in the evolution of the U.S. Constitution, this unit contains narrative sections on women in colonial America and 19th-century feminist attempts to have the Constitution interpreted to include women. It also covers women's involvement in grass roots movements to amend the Constitution and Supreme Court decisions affecting women's rights. Grades 9-12, 60 pages.

These curriculum units and others are available from the National Women's History Project. For a copy of the current catalog, call or write: NWHP, 7738 Bell Road, Windsor, CA 95492, 707-838-6000.

Desegregation Assistance Centers

The following DACs serve the states listed in each service area. Contact them for help in finding materials on women's history, or for teacher training workshops.

Region #1 ME, NH, VT, MA, CT, RI
Dianne Curran, Asst. Director
New England DAC
144 Wayland Ave.
Providence, RI 02906
(401) 351-7577

Region #2 NY, NJ, PR, VI
Dr. LaMar Miller, Director
Equity Assistance Center
New York University
32 Washington Place, 7th Floor
New York, NY 10003
(212) 998-5100

Region #3 PA, DE, MD, VA, WV, DC
Susan Shaffer, Gender Specialist
Mary Newsom, Race Specialist
Mid-Atlantic Center
5454 Wisconsin Avenue, Suite 1500
Chevy Chase, MD 20815
(301) 657-7741

Region #4 NC, SC, GA, FL, AL, MS, KY, TN
Teri Medina, Gender Specialist
Quentin North, Race Specialist
Southeastern DAC
8603 S. Dixie Hwy, Suite 304
Miami, FL 33143
305-669-0114

Region #5 OH, IN, IL, MI, WI, MN
Eleanor Linn, Gender Equity
Norma Barquet, Nat'l Origin Equity
Bob Croninger, Race Equity
Program for Educational Opportunity
University of Michigan
1005 School of Education
Ann Arbor, MI 48109-1259
(313) 763-9910

Region #6 TX, LA, OK, AR, NM
Dr. Alicia Salinas Sosa
Michaela Velasquez, Gender Specialist
Bradley Scott, Race/Deseg. Specialist
Intercultural Development Research Assoc.
5835 Callaghan St., #350
San Antonio, TX 78228
(210) 684-8180

Region #7 IA, NE, KS, MO
Dr. Camille Barnett, Gender Specialist
Juanita McGowan, Race Specialist
Midwest DAC
Bluemont Hall 401
Kansas State University
Manhattan, KS 66506
(913) 532-6408

Region #8 ND, SD, MT, CO, WY, UT
Kathleen Rigsby, Gender Equity
Marilyn Chipman, Race Equity
Henry Ramirez, Nat'l Orig. Equity
MNPS DAC
Campus Box 73
Metropoitan State College of Denver
P.O. Box 173362
Denver, CO 80217-3362
(303) 556-8494

Region #9 CA, NV, AZ
Nada Tushnet, Gender Specialist
Carmen De Neve, Multicultural Spec.
Huynh Dinh Te, SE Asian Specialist
SW Center for Educational Equity
Southwest Regional Laboratory
4665 Lampson Ave.
Los Alamitos, CA 90720
(310) 598-7661

Region #10 HI, OR, WA, ID, AK, Guam, AS, CM, Trust Terr.
Center for National Origin and Sex Equity
Nancy Huppertz, Gender Equity Specialist
Joyce Harris, Race Equity Specialist
101 SW Main., Ste. 500
Portland, OR 97204
(503) 275-9507

State Departments of Education

The Sex Equity Specialist at your State Department of Education might be able to help you with your plans for National Women's History Month by supplying films, books, speakers, or other resources. (updated 8/93)

ALABAMA
Mae Willa Mason
(205) 242-9115

ALASKA
Anne Kessler
(907) 465-8716

ARIZONA
Jenny Erwin
(602) 542-5357

ARKANSAS
Call for Contact
(501) 682-4213

CALIFORNIA
Zelma Solomon
(916) 657-2678

COLORADO
Jeanette Ray-Goins
(303) 866-6680

CONNECTICUT
Carol Gilchrist
(203) 566-7325

DELAWARE
Barbara Philbin
(302) 739-2770

FLORIDA
John Occhiuzzo
(904) 488-6217

GEORGIA
Ruby Sherrill
(404) 657-8325

HAWAII
Dr. Linda Wheeler
(808) 586-3329

IDAHO
Barbara Eisenbarth
(208) 334-2186

ILLINOIS
Patricia Poole
(312) 814-3226

INDIANA
Cynthia Danyluk
(317) 232-0550

IOWA
Molly Wheeler
(515) 281-3848

KANSAS
Mary Martin
(913) 296-2424

KENTUCKY
Mary Marshall
(502) 564-6916

LOUISIANA
Jannifer Guillory
(504)342-6326

MAINE
Edward Maroon
(207) 287-5854

MARYLAND
Linda Shevitz
(301) 333-2239

MASSACHUSETTS
Pam Kaufmann
(617) 388-3300 x425

MICHIGAN
Jo Jacobs
(517) 373-3497

MINNESOTA
Sue Sattell
(612) 297-2792

MISSISSIPPI
Ginger Sims
(601) 359-6590

MISSOURI
Joyce Akeman
(314) 751-8408

MONTANA
(406) 444-1952

NEBRASKA
Peggy Weeks
(402) 471-2476

NEVADA
Ms. Robby Bacon
(702) 687-3187

NEW HAMPSHIRE
Christy Hammer
(603) 271-3196

NEW JERSEY
Gilda Worro
(609) 984-1436

NEW MEXICO
Sharon Fox
(505) 827-6511

NEW YORK
Michael Moon
(518) 473-7281

NORTH CAROLINA
Shirley Bullock
(919) 715-1669

NORTH DAKOTA
Janet Placek
(701) 224-2678

OHIO
Jeanne Daniel
(614) 644-6242

OKLAHOMA
Shirley Martinson
(405) 521-2841

OREGON
Marilyn Lane
(503) 378-2997

PENNSYLVANIA
Kathleen Kennedy
(717) 787-3048

RHODE ISLAND
Frank Walker
(401) 277-6890

SOUTH CAROLINA
Susan Davis
(803) 253-4032

SOUTH DAKOTA
Pat Stewart
(605) 773-4257

TENNESSEE
Pearl Marritt
(615) 532-2800

TEXAS
Judith Hetherly
(512) 463-9454

UTAH
Mary Peterson
(801) 538-7647

VERMONT
Louvenia Bright
(802) 658-6342

VIRGINIA
Elizabeth Hawa
(804) 225-2711

WASHINGTON
Darcy Lees
(206) 753-2560

WEST VIRGINIA
Dee Butler
(304) 558-7864

WISCONSIN
Melissa Keyes
(608) 267-9157

WYOMING
Lois Mottonen
(307) 777-6276

U. S. VIRGIN ISLANDS
Marie Simmons
(809) 777-8719

National Women's History Project

This guide is one of the many types of curriculum materials developed by the National Women's History Project for use at all grade levels. Our Project exists solely to promote a multicultural awareness of women's history in schools and communities nationwide. We are delighted with the public response to our efforts.

National Women's History Month, originated by members of this Project, has become a regular feature on school, workplace and community calendars. It is our goal to eventually have the study of women's history included as a regular part of the K-12 curriculum, so that students and adults alike can celebrate the tremendous contributions of women from all walks of life.

The National Women's History Project Catalog has grown dramatically since its inception in 1983. The 48-page Catalog offers a plethora of books, curriculum units, posters, games, plays, videos, and more--all easily accessible by mail order.

The Women's History Network, coordinated out of our office, includes hundreds of individual and institutional participants working together across the country to write women back into history. A quarterly newsletter keeps current information in circulation; directories make each participant accessible to the others.

The NWHP consulting staff conducts in-service training workshops for school districts and state departments of education throughout the country. Our four-day women's history training workshops, held each summer in California, draw educators and community activists from across the nation.

Continued expansion of our services is a necessary part of our plan for financial self-sufficiency. We are a non-profit, educational corporation; your donations above the price of the items ordered are tax deductible, and will greatly facilitate our organizing work.

It is our hope that the services and materials we offer will be a useful resource and support for your efforts to write women back into history.

The National Women's History Project Staff

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